

WSCUC Comprehensive Review Self-Study

August 15, 2024





Comprehensive Review WSCUC Self-Study Report

Respectfully submitted by Leslie Johnson, Associate Provost and Institutional Accreditation Liaison Officer to the WASC Senior College and University Commission (WSCUC) on August 15, 2024.

Offsite Review: **October 10, 2024**

Site Visit: **March 12 – 14, 2025**

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Undergraduate Degrees offered by ArtCenter College of Design:

Creative Direction, BFA
Film, BFA
Fine Art, BFA
Graphic Design, BFA
Illustration, BFA
Photography and Imaging, BFA
Entertainment Design, BS
Interaction Design, BS
Product Design, BS
Spatial Experience Design, BS
Transportation Design, BS

Graduate Degrees offered by ArtCenter College of Design:

Art, MFA
Brand Design and Strategy, MDes
Film, MFA
Furniture and Fixtures, MS
Graphic Design, MFA
Industrial Design, MS
Interaction Design, MDes
Media Design Practices, MFA
Spatial Experience Design, MS
Transportation Systems and Design, MS

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Cover image: our 1111 Building at South Campus

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Section A: Institutional Context and Response to Previous Commission Actions



An image from our Spring 2024 Grad Show

Description of Institution

Founded in 1930 by advertising professional and educational visionary Edward A. “Tink” Adams, [Art Center College of Design](#) (styled as “ArtCenter”), located in Pasadena, California, is a private, not-for-profit professional art and design institution. ArtCenter was among the first schools to teach real-world professional skills to artists and designers and prepare them for leadership roles in advertising, publishing, and industrial design. For the time, this was a radical new concept. Its viability was quickly proven: even in the midst of the Great Depression, ArtCenter’s graduates found employment.

We currently offer [BFA and BS degrees](#) in eleven disciplines: BFA degrees in [Creative Direction](#), [Film](#), [Fine Art](#), [Graphic Design](#), [Illustration](#), and [Photography and Imaging](#); and BS degrees in [Entertainment Design*](#), [Interaction Design*](#), [Product Design*](#), [Spatial Experience Design*](#), and [Transportation Design*](#). The college offers MFA and MS degrees in [Art](#), [Film](#), [Furniture, Lighting and Fixtures Design*](#), [Graphic Design](#), [Industrial Design*](#), [Media Design Practices*](#), [Spatial Experience Design*](#), and [Transportation Systems and Design*](#).

* Science, Technology Engineering, Mathematics (STEM) designated degrees.

In 2021, ArtCenter received approval via the WSCUC Substantive Change process to offer its first two distance education programs: Master of Design (MDes) degrees in [Brand Design and Strategy](#) and in [Interaction Design](#)*.

In addition to coursework for the major, all undergraduate ArtCenter students take [Humanities and Sciences \(H&S\)](#) classes, which work in conjunction with the studio programs to foster thoughtful and rigorous inquiry across the curriculum, traversing cultural, historical, literary, philosophical and scientific perspectives. Additionally, in response to the increasingly complex set of challenges and expectations facing professional artists and designers, Humanities and Sciences offers [three minors](#) designed to prepare students to thrive in today's creative marketplace: Business, Creative Writing, and Material Science. The curriculum for each minor has been tailored to the needs and interests of students seeking to expand their skill sets outside of the studio and to gain a broader perspective on their practice. Students also have the opportunity to complete a minor in [Social Innovation](#) and engage in an array of local, national and global issues through the ArtCenter's [Designmatters](#) program. In 2002, the college was designated a Non-Governmental Organization (NGO) by the United Nations. This prestigious classification has allowed the program to build a broad network of innovative collaborators—mission-driven nonprofit organizations, industry, and national and international development agencies—that are like-minded in designing for a more humane and equitable future for all.

ArtCenter's studio curriculum also includes [Integrated Studies](#) classes, which are incorporated into students' first-year course of study and progressively developed into more fully formed interdisciplinary projects. Students learn material common to all disciplines—basic visual vocabulary, craftsmanship, and technical skills—and gain critical awareness and hone their personal voice while forging important relationships with their peers. In 2022, ArtCenter departed from its 90-year tradition of solely admitting undergraduate students directly into majors by introducing its carefully managed two-semester program for undeclared majors: [First Year Immersion](#). Students take foundational courses in drawing, creative technologies, visual thinking, and Humanities and Sciences, which equip them with core skills that apply to a wide spectrum of art and design majors. After spending the two semesters becoming familiar with ArtCenter's disciplines and engaging in studies regarding critical and cultural awareness, students are then admitted into a major and continue their studies toward their bachelor's degree.

ArtCenter College of Design was first accredited by the Western Association of Schools and Colleges (WASC, later WCSCUC) in 1955. In 1951, the college achieved 501(c)3 federal IRS tax-exempt status. It is also a member of the Association of Independent Colleges of Art and Design (AICAD).

The most recent enrollment information from the WSCUC Key Indicators Dashboard (WSCUC [KID](#)) is from fall 2022 and reflects a headcount enrollment of 2,420 and an FTE enrollment of 2,233. ArtCenter's spring 2024 headcount enrollment was 2,221 (1,974 undergraduate and 247 graduate students) with approximately 43% international students, reflecting the changing demographic of the Los Angeles area and the United States in general. Our student body is diverse in cultures, perspectives, gender, sexual identity, race and ethnicity. The data informs financial aid strategies which are intended to assist the highest-need students as well as those who bring strong credentials or contribute to diversity on campus.

ArtCenter provides a studio and critique-based educational experience. Studio classes have a low student-to-faculty ratio (in fall 2023 it was 8:1), allowing for frequent, individualized feedback and discussions between faculty and students regarding the work being produced. Certain classes may be smaller due to specific facilities or enrollment requirements; some may be larger based on the nature of the work involved. The faculty consists of a small group of full-time faculty members—149 according to the most recent available IPEDS/WSCUC KID data (fall 2022)—and a large pool of part-time faculty members¹ (381), primarily art and design professionals who are active in their professional practices, based on the same fall 2022 data. Many of our part-time faculty members have been with the college for several years, maintaining a consistency of content and practice shared with our core full-time faculty.

Our graduates continue to engage in successful careers in the ever-changing fields of art and design in a wide array of disciplines. The Office of Institutional Research conducts an annual [Graduate Employment Survey](#), targeting students graduating in the previous calendar year (fall, spring, and summer terms). The survey gathers data on current employment and entrepreneurial status, salary, career satisfaction, and the overall quality of their ArtCenter preparation. The resulting [graduate outcomes report](#) includes data from the survey combined with a knowledge rate (internet research conducted in partnership between Alumni Relations, the Entrepreneurship and Professional Practice department, and the Office of Institutional Research). Employment rates are calculated using data from both sources: graduates who indicated the survey a primary status of “Working full-time”, “Working part-time”, or “Enrolled in additional education” one-year post-graduation or who had current employment information available publicly. For the Classes of 2021 - 2022, 95% of bachelor's recipients and 96% of master's recipients indicated that they were employed either full-time or part-time one year after graduation (based on an 88% knowledge rate for bachelor's recipients and an 80% knowledge rate for master's recipients). 96% of bachelor's recipients and 95% of master's recipients responded via the survey that they were somewhat or very satisfied with their post-graduation occupation, and 42% of respondents (overall) were offered full-time

¹ WSCUC KID and IPEDS faculty counts are based on IPEDS reporting definitions, representing an unduplicated count of faculty on the college's payroll on fall semester census date, whose primary responsibilities were instruction-based. These counts may exclude faculty not teaching during fall 2022 (e.g., faculty not teaching a class that specific semester but who taught in spring or summer semesters, or who were engaged in non-instructional work). Consequently, IPEDS and KID faculty counts may appear smaller than our internal college counts, which include all faculty teaching throughout the academic year as well as those engaged in non-instructional work.

employment as a result of an [internship](#) completed while a student at the college. 96% of bachelor's recipients and 95% of master's recipients had post-graduation occupations that were somewhat or very related to their program of study at ArtCenter based on survey and knowledge rate data.

Timeline of Key Developments Since the 2016 - 2017 WSCUC Reaffirmation Review²

March 2017	WSCUC Comprehensive Review Accreditation Visit (AV)
December 2017	Provost Fred Fehlau retires
May 2018	Karen Hofmann named as new provost after international search
July 2018	ArtCenter's 15-year Master Plan unanimously approved by City of Pasadena
October 2018	Dr. Aaron Bruce named inaugural vice president and chief diversity officer after an international search
August 2019	ArtCenter's <i>Accelerate: The Campaign to Create Change</i> exceeds goal, with a total of \$123 million
March 2020	COVID-19 pandemic declared globally; pivot to temporary remote instruction
August 2020	ArtCenter <i>Diversity, Equity and Inclusion Action Plan</i> published
June 2021	WSCUC Interim Report review
August 2021	Substantive Changes approved for new online MDes programs in Brand Design and Strategy and Interaction Design
October 2021	The board of trustees ratifies the <i>2022-2023 ArtCenter Strategic Agenda</i>
June 2022	President Lorne Buchman retires
June 2022	ArtCenter faculty vote to unionize (ArtCenter Faculty Federation); collective bargaining agreement negotiations commence in summer 2022
July 2022	Karen Hofmann becomes president after an international search
July 2022	Anne Burdick becomes acting provost
June 2023	Academic Realignment (restructuring of academic org structure) is announced
December 2023	Launch of the planning process for the college's <i>Strategic Plan 2024–2028</i>
September 2023	Academic Realignment goes into effect with new divisional structure
December 2023	Chief financial and administrative officer Rich Haluschak retires
April 2024	Faculty collective bargaining agreement accord reached and subsequently ratified by ArtCenter Board of Trustees
May 2024	Inaugural collective bargaining agreement between ArtCenter and ArtCenter Faculty Federation goes into effect
June 2024	Official opening of re-envisioned South Campus, including remodeled Wind Tunnel facilities
July 2024	Elsa Luna becomes chief financial and administrative officer (CFAO)
August 2024	WSCUC Reaffirmation Comprehensive Report submitted
October 2024	WSCUC Offsite Review (OSR)
March 2025	WSCUC Comprehensive Review Accreditation Visit (AV)

² Position changes noted are focused on executive positions listed in WSCUC “key personnel” directory.

Changes in Administrative Structure

Faculty Unionization

In June 2022, the ArtCenter faculty (full-time and part-time) voted to unionize. Negotiations towards an inaugural collective bargaining agreement took place for nearly two years; it was approved by the ArtCenter Faculty Federation and by ArtCenter's board of trustees in April 2024. The [collective bargaining agreement](#) went into effect on May 1, 2024. Throughout the process, college faculty and staff were apprised of developments in the faculty contract negotiation process via regular updates by email and during "All Faculty and Staff" (AFAS) meetings. The bargaining sessions were open for all members of the college community to attend, whether students, faculty, or staff. The college maintained a page within its internal website, Inside, with updates and information about upcoming bargaining sessions.

Academic Realignment

ArtCenter's academic and administrative structures grew organically for more than 90 years. Our model of academic organization was based on the idea that one degree equaled one department, and each department was overseen by a chair and an administrative team. Chairs were staff positions that reported directly to the acting provost and, unlike most institutions, were permanent and did not rotate within the department's faculty. This system worked well when there were only a handful of degree programs. Over time, the college evolved to encompass 15 departments offering 21 degrees, some with multiple degree tracks. This horizontal structure grew so that the provost position had 25 direct reports, which was unsustainable. Departments were encouraged to operate independently, which led to innovation and educational excellence, but also led to bespoke processes, uneven administrative support, siloes and redundancies.

ArtCenter leadership had the opportunity to listen, learn, and understand the complexities and challenges of these operational structures as the number of programs expanded and the institution transformed. While serving as provost from 2018 to 2022, Karen Hofmann held numerous conversations and working sessions addressing process and administrative strains driven by cumbersome organizational structures. Upon assuming the position of acting provost in 2022, Anne Burdick held a series of workshops with the department chairs that helped to define the challenges with our legacy models and systems, refine goals, and derive key consensus takeaways. As an outcome of these internal college discussions and external feedback from the ArtCenter's 2019 Comprehensive Review by the National Association of Schools of Art and Design, in June 2023 the college announced a substantive reorganization of its entire academic division—the Academic Realignment—which went into effect in September 2023.

In order to create an integrated and sustainable organizational model, academic departments were consolidated and organized into divisions overseen by deans and an administrative team—a model that is common in higher education. Some departments were consolidated, and all departments were organized within newly-created divisions:

- **Visual Art and Communication**, which includes the departments of Art, Graphic Design, and Illustration;
- **Media and Technology**, which includes the departments of Entertainment Design, Film, Interaction Design, Media Design Practices, and Photography and Imaging;
- **Industrial Design**, which includes the departments of Industrial Design, Product Design, Spatial Experience Design and Transportation Design;
- **Interdisciplinary Studies**, which includes Designmatters, Humanities and Sciences, and Integrated Studies.

Each new division is overseen by a dean; an executive-level staff position with a five-year renewable appointment. Together, the deans provide high-level oversight for the college's educational offerings. The inaugural deans were appointed through an internal search process; subsequent appointments will be filled through international searches. Each division is further administrated by an executive director of academic affairs, a director of operations, and a director of outreach and DEIAB, all in support of educational excellence.

Department chairs report to deans and are responsible for educational offerings at all levels within a department. Chairs are rotating appointments open to faculty. Associate and assistant chairs—new position types that provide faculty with opportunities to further engage in academic leadership—report to the department chair. They are rotating supervisory positions that help manage a department's smaller units: associate chairs for degrees and assistant chairs for tracks or minors. These positions are also on three-year rotating appointments open to faculty. The new model of rotating leadership roles allows faculty members an enhanced pathway to academic leadership which was not available to them in the past. It also expands the governance of departments toward greater faculty involvement in the curriculum and how the departments operate.

Since the Academic Realignment involved the re-distribution of duties, some of which had traditionally been managed by staff rather than by chairs, associate chairs, or assistant chairs, department administrative staff were also impacted. Staff were provided with opportunities to apply for new positions, and new roles and relationships were developed in dialogue with existing staff. To further optimize the reorganization, Media Services and The Shops were reassigned under the newly-created associate provost for academic operations position. Student Affairs was moved from under the acting provost's

oversight to the supervision of the reconfigured senior vice president, enrollment management and student affairs position to more fully focus on student pathways before, during, and after college. Learning outcomes assessment and program review were affected by the changes; the Assessment Liaison Cohort (ALC), the group who serve as leaders of learning outcomes assessment, experienced significant changeout of membership due to the re-distribution of responsibilities for assessment to associate chairs but managed to continue their department's ongoing assessment efforts. Program review was temporarily paused in part due to the momentous changes in leadership, department and institutional structures brought about by the Academic Realignment.

Reorganization of Continuing Education

ArtCenter Extension (ACX), the college's continuing education department, was established many years ago to connect ArtCenter College of Design with the local community, offering non-degree courses to a diverse range of learners, from children and teens to experienced artists and designers. It also served as a recruitment pipeline for the college's degree programs.

Despite its valuable role, for the past six years ACX has faced financial difficulties due to declining enrollments and outdated administrative systems. To address these challenges, the college placed ACX on "maintenance mode" in fiscal year 2024, running a limited number of courses to reduce losses while searching for a new dean of extended studies.

As enrollments continued to decline and costs rose, the college made the decision to pause ACX courses in fall 2024 and spring 2025 semesters in order to focus on strategic improvements. The suspension of courses and integration efforts will result in the end of independent ACX staff roles after summer 2024. In fall 2024, the college will be joined by an inaugural dean of extended studies, who will lead the development of a new strategic plan and business model for ACX. The new dean will work in close collaboration with the deans, chairs and faculty to develop a path forward that will enable us to reach an increased community of learners. Faculty who taught ACX courses in 2023-24 will join an Extended Studies Faculty Task Force to help shape the new direction. These changes, though difficult, are essential for the continued growth and success of ArtCenter and ACX.

Process to Prepare the Institutional Report

As is customary for such a significant endeavor, work on ArtCenter's comprehensive institutional report began more than a year in advance of our deadline. In preparation for work on the report, we reviewed the 2017 Commission Letter, 2021 Interim Report, our two successful 2021 Substantive Change Applications (which were submitted for our inaugural distance education degree programs), and information regarding the updated 2023 WSCUC Standards as it became available, since WSCUC was in the process of creating and distributing updated information to its member institutions. When it was

published, we also referenced WSCUC's *2023 Handbook of Accreditation* to inform our writing pathway and to help guide the formatting of our report. The Center for Educational Effectiveness (CEE) created an outline of the proposed report in fall 2023 in accordance with the new Standards and CFRs. While work on the self-study was already underway, the college's WSCUC self-study steering committee further benefitted from an orientation to the updated WSCUC Standards and Comprehensive Review process with our WSCUC Staff Liaison, Christopher Oberg, in February 2024.

Drafting of the report, led by WSCUC steering committee members and in collaboration with multiple stakeholders, including faculty, staff, and board members, began in fall 2023. One member of the committee was tasked with compiling and synthesizing the various draft narratives, topical group discussions, outlines, and evidence into a first draft of the report, which was refined by members of the steering committee and other writing partners across the college. The creation of this report was also significantly connected to the simultaneous college-wide work of faculty, staff, students, and board members on our fourth strategic plan. The president and members of the WSCUC self-study steering committee kept the board of trustees and the wider college community apprised of progress on report preparations and discoveries during the process, including via presidential presentations at regular "All Faculty and Staff" meetings. The draft report was vetted with a wide array of college constituents and was distributed to the entire ArtCenter community (all students, faculty, and staff), inviting review and feedback, which further refined the final version of this report. The WSCUC Visiting Team will be provided a copy of the board-approved strategic plan during the March 2025 Onsite Visit.

Response to Previous Commission Requirements

Recommendations from the 2016 – 2017 Comprehensive Review

ArtCenter's last WSCUC Comprehensive Review in 2016 – 2017, included the assignment of an Interim Report, due in 2021. The Interim Report instructions in the June 30, 2017 Commission Action Letter requested that we provide the following four items:

Program Review:

1. Evidence of completed program reviews for each degree program, general education, and designated co-curricular areas, showing how the findings and areas identified for improvement will be addressed with action plans and timelines, as appropriate.

Assessment:

2. Core competency assessments, to include four years of longitudinal data (2017 – 2020) for the five core competencies;

3. Program learning outcomes assessments, to include four years of longitudinal data (2017 – 2020) for each of ArtCenter's degree programs.

Shared Governance:

4. A summary description of the evolution of shared governance, with specific response to the recommendations from the visiting team report of March 2017, which were:
 - a. "The team suggests that the president and provost follow through on their commitment to fully engage the campus community in dialogue about all the avenues in which shared governance and delegated decision-making authority should occur. The team also suggests that the faculty consider what level of engagement is appropriate for full-time faculty and for part-time faculty on faculty-run and shared governance committees."

Brief Summary of ArtCenter's Actions in Response to the 2016-2017 WSCUC Comprehensive Review Recommendations

Program Review

ArtCenter continued its program review process, initiated in 2015, structured around self-study, external review, and action plans to ensure quality and continuous improvement. Each degree program and designated co-curricular areas underwent review. Some examples of outcomes were:

- Revision of curricula (e.g., Undergraduate Graphic Design, Transportation Design, Fine Art, Illustration, Humanities and Sciences).
- Development of new programs (e.g., MFA in Graphic Design) and new minors in Creative Writing, Business, and Materials Science.

Assessment

ArtCenter conducted WSCUC Core Competencies assessments and program learning outcomes (PLO) assessments over four years (2017-2020) and provided longitudinal data as requested:

- Core competencies were assessed at graduation points, with data collected from term reviews and graduation shows at the undergraduate level.
- PLO assessments were embedded in curricular activities including term reviews and master's thesis using aligned, standardized rubrics.
- Faculty training was enhanced through the Assessment Liaison Cohort, promoting best practices and the use of data for curricular improvements.

Shared Governance

Between the 2017 WSCUC Commission Letter and the 2021 Interim Review, ArtCenter continued its efforts toward enhanced shared governance structures by taking steps to further involve faculty in institutional decision-making. Some key initiatives included: introducing part-time and part-time extended faculty contracts, revising performance review policies to include DEI components, and aligning pay grids and academic ranks (all of which were collaborative initiatives between Faculty Council, the Faculty Policy Committee, and Chairs Council). Faculty roles were expanded in curriculum development, with the continuation of the Assessment Liaison Cohort to link assessment with curriculum updates. The institution also developed strategic plans with broad community involvement and initiated new facilities programming. To further refine governance, a Shared Governance Steering Committee and "culture shift" meetings were established to build collaborative structures and reaffirm shared governance values, in support of engagement and dialogue within the campus community.

Outcomes of the 2021 Interim Report and Review

The subsequent WSCUC Interim Report/Progress Action Summary from its June 3, 2021 Interim Review contained the following findings:

Commendations

- The institution has met the stated requirements of the Commission in a remarkable and comprehensive fashion, with significant advances in all four of the activities in which it engaged.

Recommendations

- Maintain the momentum in the areas of program review, core competency assessment, and program learning outcomes assessments in order to demonstrate continued compliance at the time of the next reaffirmation review.
- Further document the advances in shared governance to provide the next reaffirmation review team with evidence of the continued expansion and evolution of this signature activity.

Developments Since the 2021 Interim Report and Review

While the years since 2021 have seen considerable changes in the college's leadership and educational administrative structure, work on core competencies and program learning outcomes assessment has continued consistently throughout. When the startup of the next cycle of program reviews was impacted by the substantial leadership changes and Academic Realignment, the college used the time to research new best practices and develop the Program Review 2.0 process in alignment with that research. We will be vetting the process with stakeholders in starting in the 2024 – 2025 Academic Year and piloting it in 2025 – 2026 Academic Year (please see Section B for more information).

The evolution of shared governance at the college has also continued; in spring 2024 Faculty Council announced its reorganization into two branches: a shared governance branch to support collaborative institutional governance, and the Faculty Institute, which focuses on fostering faculty members' professional growth in collaboration with the Center for Innovative Teaching & Learning. The Staff Council has evolved significantly, with a formalized charter and structure with rotating leadership roles. The ArtCenter Student Government (ACSG) remains consistent in its organization and membership.

Other Topics: 2021 Substantive Change Reviews – New Distance Education Graduate Programs

In 2021, following the objectives included in our 2017 – 2021 strategic plan, *Create Change 2.0*, ArtCenter developed and submitted Substantive Change Proposals to WSCUC for its inaugural distance education programs. Master of Design (MDes) degrees in Brand Design and Strategy and in Interaction Design were subsequently approved through WSCUC's Substantive Change process. These degree programs—offered entirely online and completable in one year—are ideal for working professionals and other individuals looking to create at a high level, enrich their existing skill sets, expand the impact of their creative work, change their career trajectory, or position themselves for advancement into higher-level roles in the design industries. The programs launched in fall 2022 and have been incorporated into the college's ongoing quality assurance, resource allocation, and student services infrastructures.

We have been grateful for feedback from the 2017 Comprehensive Review team and the Commission during our previous reaffirmation, as it helped us to guide our continued development in the important areas of quality assurance and inclusive governance. While the years since our 2016 – 2017 Comprehensive Review and our 2021 Interim Review have been challenging times in the world and in higher education, the ArtCenter community has benefitted from the WSCUC peer review process, and by staying close to our mission: *Learn to Create. Influence Change*. As we've engaged in an era of accelerated evolution as a community, the spirit of this mission threads through our work and our commitment to continuous improvement.

Section B1 – Standard 1: Defining Institutional Mission and Acting with Integrity



Faculty member Jon Nguyen and students in Illustration's Color Trend for Surface Design class

Institutional Purposes: Mission, Values, and Commitment to Student Success

ArtCenter College of Design's Mission and Purposes

ArtCenter College of Design's [mission](#) is to prepare artists and designers who can make significant contributions to society through creativity and innovation. Our mission statement—*Learn to Create, Influence Change*—emphasizes the institution's commitment to providing a rigorous and professionally oriented education that nurtures critical thinking, intellectual engagement, and creative excellence. ArtCenter aims to produce graduates who are not only skilled in their respective fields but are also equipped to address complex global challenges.

ArtCenter's core values include a commitment to diversity, equity, and inclusion, access and belonging (DEIAB), creativity, innovation, and integrity. These values are deeply embedded in the institution's culture and practices, fostering an environment where all members feel respected, valued, and empowered to reach their full potential. The institution's culture is characterized by openness, collaboration, and a dedication to continuous improvement.

ArtCenter's Mission, Values and Culture Support a Commitment to the Success of All Students

In close alignment with its values and mission, and integral to its art and design pedagogy, ArtCenter demonstrates its commitment to student success for all students through evidence-based [High Impact Practices \(HIP\)](#); educational practices shown by the American Association of Colleges and Universities (AAC&U) to be effective strategies to increase student retention, engagement and work toward closing equity gaps. Some examples of HIP that are a regular part of students' ArtCenter educational experience include:

Culminating Senior Experience (Capstone): ArtCenter prides itself on its tradition of "Grad Show," a cumulative event undertaken by graduating students at the bachelor's and master's levels. [Grad Show](#) is an event that includes an evening with alumni, and other professional and community partners a few days before the commencement ceremony called [Recruitment Open House](#). Many departments require corresponding capstone courses to help guide students in their preparations for the Grad Show and their trajectories after graduation. The Grad Show includes both a physical and [online](#) exhibition space for graduates to present their work and connect with recruiters. We also hold an open house immediately after graduation for friends and family of our graduates. All of these activities serve as a formal way of completing students' experiences at the college and displaying the progress they've made during the course of their studies.

Exchange and Study Away: ArtCenter's [exchange and study away programs](#) have long been acknowledged for their potential to positively impact student success; such programs are also deeply in alignment with the globally connected world of design education and practice. While the college has long-established exchange programs with Tama in Japan and study away opportunities in Berlin and London, in recent years the ArtCenter has significantly increased the number and [type of study away programs](#) being offered. In keeping with the goals of the 2011-2016 Strategic Plan, *Create Change 1.0*, ArtCenter established its first Office for Exchange and Study Away in 2011. With the dedication of personnel and resources to guide these opportunities, including facilities in Berlin that include housing and teaching spaces for study away experiences lasting three months, we are able to offer a broader array of programs to more students.

Internships: Another high-impact student success practice that is very much a part of the student experience at ArtCenter is the completion of [internships](#). The college recognizes the importance of these opportunities to develop art, design, and interpersonal/intercultural skills in professional settings. ArtCenter has a long history of building strong industry partnerships with employers from around the world. ArtCenter alumni become part of this professional network, creating a path into companies and studios across all disciplines. Our alumni and industry network provides students with access to internship opportunities in some of the best studios across the country and around the world. Students are strongly

encouraged to engage in these off-site experiences that allow them to work directly with professional mentors and gain firsthand knowledge of the industry and their craft. Students have the option to exchange these dynamic experiences for academic credit. For-Credit Internships are managed and monitored by the [Career and Professional Development](#) office.

Designmatters courses (service learning, community-based learning): Our [Designmatters](#) initiative partners with non-profit organizations to address issues of social needs locally and globally. These opportunities are in strong alignment with “service learning” as a high-impact practice. Students have the opportunity to engage in an array of projects both internationally and in our local community, with projects such as the recent [Mobile Detection: California's First Lung Cancer Screening Van](#). In partnership with Cedars-Sinai Research Center for Health Equality, this Designmatters studio challenged transdisciplinary ArtCenter students to co-create a comprehensive community-based campaign and brand identity for California's first lung cancer screening van, to be rolled out in Los Angeles and Orange Counties in 2025. Designmatters also offers a [fellowship program](#) that is conducted over a semester, allowing students to complete high-level projects and explore the mission, model, and meaning of the host organization's work

Sponsored Projects: ArtCenter has a deep history of industry engagement, including projects that are sponsored by corporate and not-for-profit entities. For instance, amongst our recent Sponsored Projects was [ArtCenter's Gravity Sketch + Stellantis Sponsored Studio](#) in which Gravity Sketch, a 3D design platform and automotive manufacturer Stellantis teamed up with our students to create the next generation Jeep Wrangler for 2030, with an emphasis on electrification and autonomous driving. In an ArtCenter first, the project was documented in real-time across social media, as students were encouraged to post regular updates of their design process using #GravitySketchJeep. This offered the community real-time access to the innovation and techniques used by the students to arrive at their final designs. These projects serve as high-impact experiences for students, providing engagement with industry partners and professionals that will serve them well as they develop their own professional practices. The college offers on average 18 Sponsored Projects per year.

Research/Practice with a Faculty Member: In addition to the individualized feedback that is an inherent part of art and design pedagogy and the regular presentation and critiques our students engage in throughout the curriculum, ArtCenter provides numerous opportunities for students to closely engage with faculty members in research and practice endeavors that are not typically offered within the bounds of our standard curricular offerings. For example, students have engaged in Independent Study courses involving intensive, individual exploration and instruction on robot design and engineering, and another project regarding human-centered investigation into Los Angeles public transportation design. A number of departments have customizable course opportunities for students to work closely on research and practice with a faculty member, including Topic Studios in Spatial Experience Design and One-on-One in

undergraduate Fine Art. These courses serve as enriching opportunities and contribute to the array of high-impact practices engaged in by the college.

Commitment to Equity and Inclusion

Defining Diversity, Equity, and Inclusion

ArtCenter's [Diversity Action Plan](#) (2020, p. 4), defines diversity, equity and inclusion as follows:

Diversity

Within the ArtCenter community, diversity refers to all aspects of human difference, social identities, and social group differences, including, but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective and associational preferences. Innovation, creative problem solving and team effectiveness are closely linked to the diversity of the team.

Equity

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. ArtCenter is dedicated to access and equitable learning opportunities for all students. Equity is different from equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—which advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

Inclusion

Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success. ArtCenter is committed to maintaining an environment where everyone has a sense of belonging. It is our collective responsibility to ensure everyone is valued for their unique lived experiences, identities and creative perspectives. It is paramount that we are stewards of safe spaces for learning and collaboration where everyone can share, create, and thrive.

Evidence of Commitment and Progress

While the work of diversity, equity and inclusion is an ongoing commitment to and by our community, we have evidence of progress that has happened in the short years since the implementation of the action plan. Below are a few examples:

- Recruitment and Retention:** The institution has implemented strategies to increase diversity among students, faculty, and staff. This includes outreach programs to underrepresented prospective student communities, culturally responsive recruitment materials, and dedicated scholarship funds. This also includes initiatives such as the [Creativists](#) which supports historically underrepresented students across all majors. The program is scheduled to expand in fall 2025 to provide additional resources for incoming first year students throughout their academic career. Highlighting diverse pathways to the creative economy through digital and physical exhibitions continues to be an important tool in inspiring the next generation of diverse students. Exhibitions like [Impact 90/300](#) focused on the African American community, and [IdentificarX](#) which amplifies the voices and work of the Latiné/a/o art and design community have been well received. Ongoing events, film screenings, and panel discussions like [No Straight Lines: The rise of Queer Comics](#) continue to push the institution beyond establishing “safe spaces” for the LGBTQ+ plus folks. Weaving inclusive activities into the daily fabric of ArtCenter all year long has helped create inclusive curriculum a “safe campus” for students, faculty, and staff.
- Professional Development:** Mandatory diversity, equity, inclusion and belonging (DEIAB) training and ongoing professional development opportunities for all employees ensure that the principles of equity and inclusion are integrated into daily practices. Our Employee Learning and Professional Development Workgroup (PD&DW) maintains oversight of a comprehensive calendar of topics including DEIAB, Title IX, Leadership, and Culture. ArtCenter has committed to sustained DEIAB efforts across its strategic priorities, involving the complete support and involvement of college leadership.
- Curriculum and Pedagogy:** ArtCenter continuously develops and updates its curriculum to include culturally responsive courses and inclusive teaching practices. For example, Humanities and Sciences has replaced the requirement for a singular, Western-focused foundation course, "Intro to Modernism," with a selection of courses from diverse historical and critical contexts. New offerings include: Material Design in China, Latin American Art, Chinese Ceramics, Cultures of Technology, Race and Technology, and History and Theory of Media, among others. Pedagogically, the [Center for Innovative Teaching & Learning](#) (CITL) Universal Design for Learning (UDL) workshop series at ArtCenter College of Design is a multi-year professional development workshop series aimed at equipping faculty with the skills to implement UDL principles in their teaching. The series covers various aspects of UDL, such as creating flexible curricula, utilizing diverse instructional methods, and employing multiple means of student engagement and assessment. These workshops are designed to promote inclusivity and ensure that all students, regardless of their learning styles or needs, have equal opportunities to succeed.

- **Community Engagement:** The institution actively engages with external partners and communities to foster broader cultural understanding and collaboration. For instance, ArtCenter has recently [partnered](#) with local organizations such as [Las Fotos Project](#), Greetings from South Central Los Angeles, Self Help Graphics and Ryman Arts, which help engage young creatives from diverse backgrounds through workshops and campus tours.
- **Supplier Diversity:** National Association for Educational Procurement ([NAEP](#)) best practices in Supplier Diversity guide our employees responsible for purchasing.
 - More than 20% of ArtCenter vendors are diverse business. Including a combination of Women owned, Asian, Latino, African American, LGBTQ, Pacific Islander, Veterans, Disabled Veterans, Native American, Small Disadvantaged and Other.
 - Specific diversity language has been added into our RFP forms as well as our boilerplate contracts.
 - Over 293 diverse vendors are labeled in our Amazon accounts. When employees order, if there is a diverse vendor for the item a suggestion message will come up letting the end user know that there is a diverse option.
- **Disability and Accessibility:** In recent years, more than 30 projects that improve accessibility have been completed across both campuses. From braille signage and updated door handles to widening doorways and adjusting counter heights, these improvements are oftentimes imperceptible to most users but help to create a welcoming and inclusive environment for all.
 - Central to our ongoing accessibility upgrades is the renovation of the Ahmanson Auditorium. With major support from The Ahmanson Foundation, The Fletcher Jones Foundation, and alumnus and trustee Zack Snyder, the Ahmanson Auditorium at Hillside Campus underwent a \$4.55 million renovation, including improved accessibility to the auditorium's doorways, ramps, seating and audio/visual equipment. Construction was completed in spring 2022.
 - As of fall 2024, nearly 20 more accessibility projects were in planning or construction.

ArtCenter's mission to educate artists and designers to make a positive impact on the world is inherently tied to principles of integrity and transparency. The institution's dedication to this mission is evident in its clear and truthful representation of academic goals, programs, requirements, services, and costs. This transparency helps to ensure that students, faculty, staff, and external partners are well-informed and engaged in the institution's educational processes.

Truthful Representation of Academic Programs to Students and Prospective Students

ArtCenter operates with integrity by clearly representing its academic goals, programs, requirements, services, and costs. This information is readily accessible through its institutional website and informational materials such as the [viewbooks for undergraduate and graduate programs](#), the [student handbook](#), and specific webpages dedicated to [advising](#), [student life](#), and [financial aid](#). Learning outcomes and cost of materials are also included on all syllabi.

Maintaining Appropriate Policies and Procedures

The college maintains and adheres to published operating policies and business procedures. These include timely and fair responses to complaints and grievances, as outlined in the student, staff, and faculty handbooks. Policies regarding operations, student conduct, financial aid, and refunds are also clearly defined and accessible. Additionally, the May 1, 2024 implementation of the college's first faculty collective bargaining agreement with the ArtCenter Faculty Federation (ACFF) supports enhanced transparency and integrity in faculty employment. The agreement includes clear definitions for faculty assignments, compensation, hiring, and advancement to help ensure consistency and fairness.

Consultative Approach with Representative Shared Governance Councils

The Executive Cabinet's regular interactions with shared governance groups, such as the Faculty Council, Staff Council, and ArtCenter Student Government, contribute towards clear communication about institutional matters. These interactions provide an opportunity to ensure the community's voices are heard and considered in institutional decisions. Given the significant changes brought about by the fall 2023 Academic Realignment and the Faculty Council's new scope and structure, the president and acting provost have been engaging in discussions with the Faculty Council and Staff Council about revisiting the college's previous shared governance models and plans. The role of Chairs Council is also being explored and discussed in this new era.

Institution-Wide Information and Engagement

ArtCenter employs multiple channels to keep its community informed and engaged. This includes All Faculty and Staff (AFAS) meetings at least twice per semester, where executives provide important updates on institutional developments and initiatives with opportunities for faculty and staff members to ask questions and comment. The meetings are in a hybrid format—in person and online—to maximize opportunities to participate. They are recorded and made available to faculty and staff via the president's office internal webpage. The college also provides frequent updates to the community through various publications and online platforms (including our internal web resources), regular community email communications, and Employee Experience and Engagement (EEE) open community presentations with speakers from across the college dialoguing about activities in their areas. The acting provost recently initiated a once-per-semester pulse survey with follow-up divisional meetings, and is working to build

more consistent cascading messaging practices. Additionally, the college keeps the community apprised of gallery exhibitions, symposia, panel discussions, film screenings, and other events that are vital to who we are and what we do.

Evidence-Based Decision Making and Consistent Communication

Integrity in operations is further demonstrated through evidence-based decision-making. For example, during critical processes, such as the 2022-2024 faculty contract negotiations, ArtCenter consistently employed and shared benchmarking data from peer institutions. ArtCenter's development efforts, including new scholarships and donor impact reports, are conducted with transparency and a focus on supporting student experiences and programming. Regular updates and clear communication about financial decisions via the All Faculty and Staff meetings help ensure the community is informed and has an opportunity to ask questions and provide feedback.

Open and Inclusive Strategic Planning Process

ArtCenter's strategic planning process is another example of our commitment to an open and consultative approach. We are just completing the first phase of developing the next strategic plan, which has so far involved stakeholder surveys of the community, gathering input and feedback from students, faculty, staff, trustees, alumni, and industry partners. In late June 2024, the board of trustees engaged in a workshop which further worked towards identifying strategic priorities. This inclusive approach, which will continue through the upcoming phases of strategic plan development, ensures that the direction of the institution reflects the collective vision and needs of its community. The transparent communication of the strategic plan further aligns the community towards common goals and objectives.

Engagement with the Board of Trustees

The engagement with the board of trustees is also conducted in a transparent and inclusive manner. Board meetings have evolved to be more conversational, allowing trustees to be deeply informed about the institution's operations, challenges, and strategic directions. The institution has made efforts to engage trustees more deeply by organizing forums outside traditional board meetings, enhancing their understanding of emerging considerations, like AI, and providing opportunities to engage with current students. This helps to ensure that the trustees are aware of and actively involved in the critical issues shaping the college's future.

Promoting the Respectful Exchange of Ideas

ArtCenter's Academic Freedom Policy reflects its mission, values, and character, supporting an environment of free expression and exchange of intellectually diverse ideas within a respectful, open-minded, and safe context. The policy encourages intellectual controversy and supports faculty and students in expressing views that may challenge others while valuing the right to free expression. The

college also communicates expectations for classroom conduct, on course syllabi. The classroom is viewed as a shared environment where all parties are accountable for behavior and contributions to a productive and supportive atmosphere. This commitment to respectful communication and recognition of diverse perspectives supports a vibrant creative and intellectual culture. Additionally, the [ArtCenter College of Design and the ACFF – Collective Bargaining Agreement 2024 – 2027](#) includes an article that “Art Center and the ACFF agree with, endorse, and will abide by the comprehensive statement on Academic Freedom published by the AAUP” (p.12). Further, the college has an established [Intellectual Property Policy](#) to promote a varied and rich educational experience by ensuring that ideas can be freely exchanged, but with an understanding that work product can have value.

Section B2 – Standard 2: Achieving Educational Objectives and Student Success



Students engaged in a studio class critique

Degree Programs: Entry Requirements, Curriculum, and Learning Outcomes

Clear Entry Requirements

ArtCenter ensures that its [admissions requirements](#) are made public and accessible to prospective students. Detailed information about admissions processes, portfolio requirements, and other entry criteria is available on the college's website and through various outreach programs. The Admissions Office works closely with the Marketing and Communications department to extend the college's outreach to diverse communities. This includes visits to over 400 schools, online and on-campus events for students and families, individual counseling, and mentor programs. Curriculum content and expected learning outcomes for each degree are also available to prospective students on the college's public-facing website, along with examples of student work, information about faculty, alumni, and a listing of potential career areas associated with the degree.

Coherent, comprehensive, and intellectually stimulating educational experiences

ArtCenter College of Design is committed to providing degree programs that are coherent, comprehensive, and intellectually stimulating. This commitment is reflected in the careful design of our [curriculum](#), the rigor of our entry requirements, and the clarity of our expected learning outcomes. Continuous assessment and improvement ensure that our programs remain relevant, effective, and aligned with the highest standards of educational quality.

Matriculated undergraduate students embark on an educational journey that is structured to build both foundational and specialized knowledge; the majority of our courses are project-based. The first three to four semesters are devoted to courses in design, associated technologies, and methodologies, along with [Humanities and Sciences courses](#) that provide essential contextual knowledge. This foundational phase equips students with the visual vocabulary and technical skills necessary for their success in later project-based and team-based studios. As students progress, they have the opportunity to take electives, participate in interdisciplinary projects, and engage in [sponsored projects](#) with corporate and non-profit partners. Upper-level courses focus on deep professional practice and portfolio development, ensuring that students are well-prepared for their careers.

ArtCenter's commitment to intellectual stimulation is a cornerstone of our educational philosophy. Our project-based learning approach immerses students in real-world problem-solving, fostering critical thinking and creativity. Team-based courses, often involving corporate and non-profit sponsors, provide students with practical experience and exposure to industry standards. Faculty members, who are often working professionals, bring contemporary insights and practices into the classroom, ensuring that the curriculum remains dynamic and relevant. While our undergraduate degrees are structured to bring students into a new practice, our graduate degrees allow advanced students to drill deep into specific areas of focus that either amplify their prior abilities or allow them to push their field into a new direction.

The [Designmatters](#) program, for example, offers studio and academic courses that vary from term to term and are taught with a dynamic values-driven and experiential approach in collaboration with organizational partners. The values of sustainable development, health, public policy, social entrepreneurship, and social justice are core to the curriculum, programs, and projects, with student work frequently implemented with partners and in communities, making an impact beyond the walls of the classroom. [Sponsored Projects](#), such as those funded by Hyundai/Genesis asking "how can autonomous driving best serve the elderly?" challenge students to apply their skills to real-world problems, resulting in practical and impactful outcomes.

Clear and Measurable Learning Outcomes

Each course and program is designed with specific learning outcomes that are communicated clearly to students, ensuring that they understand the goals of their education. Course Learning Outcomes (CLOs) are developed by faculty members, included on the [course syllabus template](#), and regularly reviewed to maintain their relevance and effectiveness. These outcomes guide the structure of each course, ensuring that every class contributes meaningfully to the overall educational objectives. [Program Learning Outcomes](#) (PLOs), which are aligned with the CLOs, and collaboratively created by faculty and department administrators, align with expectations of professional practice and industry expectations. Alignment of the CLOs with the PLOs is an important part of our scaffolding that allows for formative and summative PLO assessment via portfolio. These outcomes are integrated into the curriculum and assessed at both formative and summative junctures (such as term reviews), providing a continuous feedback loop for improvement.

Continuous Assessment and Improvement

ArtCenter's commitment to continuous educational currency and improvement is evident in our robust assessment and program review processes. Our comprehensive program review process includes self-studies, external reviews, and memoranda of understanding, ensuring that our programs are continuously refined and improved.

The [Assessment Liaison Cohort](#) (ALC) provides structured support for faculty members, helping them develop and implement assessment practices tailored to their departments. These initiatives ensure that assessment is systematic and aligned with the college's educational goals. [Rubrics](#) are essential tools for assessing student progress and providing feedback with each program's assessment activities. These tools help identify areas where students excel and where they need further development, ensuring that the learning process is both rigorous and supportive. The comprehensive program review process not only includes data analysis for student learning outcomes assessment but also encourages departments to engage in self-reflective practices, identifying areas for growth and development.

ArtCenter has established robust mechanisms for evaluating intended learning outcomes and standards of performance. For instance, the college uses capstones, senior-level projects, and term reviews as natural junctions for assessment, which align with the WSCUC core competencies, at the undergraduate level. These evaluations provide comprehensive data on student performance, informing continuous curriculum improvements and ensuring that educational goals are satisfied.

Program Review

Originally developed as a project for the WSCUC Assessment Leadership Academy (ALA Cohort IV) the comprehensive program review process builds upon the best practices of program review as put forward by WSCUC³ and by a number of ArtCenter's peer institutions, tailoring those practices to be effective and meaningful in the context of ArtCenter's governance structures and fast-paced institutional culture. The key components of program review: the self-study, external review, and Memorandum of Understanding/Action Plan, form the overarching framework.

ArtCenter's program review process functions on a 7-year cycle. To allow sufficient time for extensive departmental participation, including that of our large numbers of practitioner-faculty, the [process](#) in its entirety is generally undertaken for a full calendar year: six months for completion of the self-study, followed by external reviewer visits and concluding with a [Memorandum of Understanding/Action Plan](#) between the provost and department based on the findings of the self-study, the external reviewers, feedback from the college's Program Review Committee, and the observations of the provost in the context of institutional mission, strategic goals and resources (see [ArtCenter Program Review completed MOUs and Action Plans by department](#)). The Center for Educational Effectiveness (CEE) manages the program review process under the high-level supervision of the acting provost. In addition to meeting with each curricular department during the launch of the program review process, the CEE meets with departments calendared for program review a semester before their start date to discuss expectations, logistics, and ways to engage faculty in the process.

In order to reinforce the college's efforts to cultivate a culture of systematic assessment, the program review process intentionally promotes the development and maintenance of assessment processes. For instance, the program review [self-study template](#) directly asks departments to include assessment results and to indicate how they have arrived at the conclusions regarding student achievement and the health of the programs (see [ArtCenter Program Review Self-Study example](#)). In order to further support the collection and usage of systematic assessment of student learning outcomes, all Memoranda of Understanding/Action Plans specify that departments must provide assessment results for one to two program learning outcomes per year. Departments are asked to be transparent about any current gaps and to identify ways to develop their assessment and data usage practices so that the process remains dynamic and meaningful.

To ensure cohesion between the program review process and curricular assessment practices, staff from the Center for Educational Effectiveness (CEE) and Center for Innovative Teaching & Learning (CITL), along with key faculty leading assessment practices hold regular meetings together with the Assessment

³ WASC Resource Guide for 'Good Practices' in Academic Program Review, Jenefsky et al. 2009, and *Program Review: Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews*.

Liaison Cohort (ALC). For a list of outcomes from the program reviews, please see [ArtCenter Outcomes of Program Review](#).

One of the most important outcomes of the program review process has been the self-reflective collective discussions faculty and department chairs have engaged in about their students' learning, their curricula, and their visions for their departments moving forward. Further, the college is able to identify opportunities and issues across multiple departments, which informs institutional priorities. Upon her assuming office in the summer 2018, the new provost (now president as of 2022) noted that program review and assessment provide her with important information as she collaboratively guides the educational functions of the college, including prompting explorations into the meaning of graduate education at ArtCenter and the launch of two new online professional preparatory master of design (MDes) degrees.

Next Iteration of Program Review Process – Program Review 2.0

The introduction of systematic program review in 2014 – 2015 provided a valuable avenue for departmental and college-level reflection and planning. While the development of Program Review 1.0 drew from best practices and stakeholder feedback, recent circumstances have provided an invitation to reflect and make strides in keeping with our spirit of continuous improvement. The disruption of the COVID-19 pandemic, the 2022 changeover in multiple high-level leadership positions, and the 2023 Academic Realignment provided an opportunity for the college to reflect on the program review process itself and engage in a study of how it can be updated to reflect the new institutional structures and for greater ease of use. The study has involved compiling information on program review practices for over 23 peer institutions, recommendations for updates to the process, considerations in light of the new collective bargaining agreement (CBA), recommendations for updates to the Program Review Handbook, and recommended institutional policy development related to program review as well. Proposed updates to the program review process will be vetted with stakeholders in the 2024 – 2025 Academic Year with a piloting of the new process in the 2025 – 2026 Academic Year.

Faculty: Designers and Assessors of Students' Performance

Art and Design Pedagogy and Assessment

In keeping with long-standing traditions of art and design instruction, ArtCenter's culture is one of active faculty/student engagement, involving a great deal of ongoing, direct feedback for students during the process of creating artifacts (student work and the student-led research that informs design decisions). Our utilization of practitioner-faculty connects us deeply to external industry; programs actively adjust curriculum and instruction to best prepare students in accordance with developments in the professional world. Program curricula include learning outcomes established by faculty at the program and course level and systematic, summative junctures for assessment at various stages of learning development.

Student participation in formal consultations, often called “term reviews,” with individuals from their program is a common practice across departments. The structure of those meetings and the composition of the review committee varies; it may involve practitioner-faculty, the associate chair or chair, members of co-curricular or service departments, and occasionally industry partners. The group reviews portfolios, thesis documents, and/or other student work developed in courses and provides individualized feedback before the student continues to the next stage of their studies. The reviews identify and remediate areas in which the student needs further development and act as an opportunity to provide suggested resources, activities, or services to enhance the student’s educational experience; faculty may also use the review to advise students, such as recommending courses. Faculty teaching in interdisciplinary programs conduct assessments using course-level embedded signature assignments aligned with the Program Learning Outcomes to help inform progress in foundational studio and liberal arts courses. Finally, students participate in a capstone [graduation show](#) of their work overseen by faculty, with most programs dedicating a course within the final semesters to assist with preparing a cumulative display of their work for the college community and external, visiting industry professionals and prospective employers. The corresponding assessment is completed by faculty and provides evidence of student achievement at or near graduation prompting potential adjustments to learning outcomes and skill development in earlier terms.

Faculty Role in Assessing Student Achievement of Learning Outcomes

Faculty play an important role in creating rubrics for assessment activities at the formative level in the classroom and studio and for use in courses and activities where assessment is conducted. While course learning outcomes (CLOs) must align with program learning outcomes (PLOs), which are developed by faculty collectively in their programs, faculty have oversight of the learning outcomes for their respective classes. Their expertise and participation in department and program curriculum committees or groups and ongoing participation in the college’s [Assessment Liaison Cohort](#) group (established in 2014 and continuously running each semester since that time) demonstrate a dedication to the evaluation of teaching and connection to established standards of performance and the achievement of learning outcomes that are aligned with each program’s curriculum, including interdisciplinary coursework. The faculty’s assessment of a student’s body of work created through their program helps to connect the impact of learning outcomes on skill development with adjustments to specific course content, instruction, or areas of the curriculum. [Aligned rubrics](#) created by the faculty capture scores for the Program Learning Outcomes (PLOs) using pieces of work developed in courses, allowing the program to track progress as well as examine the levels of performance within the learning outcomes and identify curricular needs. The design and creation of PLO rubrics involve collaboration with the Assessment Liaison Cohort (ALC) and other department faculty, ensuring a comprehensive approach to assessment. Faculty in interdisciplinary programs also collect data using rubrics and embedded signature assignments to determine the success of students in their foundational and liberal arts coursework, providing an important capture of progress in

the minors and other areas that intersect with the degree curricula. The college encourages programs and departments to share information and documentation on assessment with faculty and provide them with appropriate resources, training, tools, and leadership opportunities related to assessment.

Student Learning and Performance

Establishment of Expected Levels of Achievement

The expected levels of achievement for each degree program at ArtCenter are established through a collaborative process involving faculty, department chairs, and divisional deans. This process is guided by Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) which are aligned with the college's strategic goals. Additionally, this process is informed by regular results of the assessments, used in annual curricular planning with these collaborative teams, demonstrating that we have an integrated, informed, and cyclical process. Faculty members play a significant role in defining these outcomes during curriculum development and review sessions. The rubrics used in term reviews and other assessment activities help to align these expectations across departments. The college-sponsored and faculty-driven community of practice, the Assessment Liaison Cohort (ALC), further supports cohesive and thoughtful approaches to establishing and managing expected levels of achievement. The Center for Innovative Teaching & Learning (CITL) is another resource often involved in this work, introducing shared best practices across the college for considering developmental stages, alignment, and scaffolding.

Provide evidence that graduates have learned and are able to do what degree programs intend

The effectiveness of ArtCenter's educational programs is demonstrated via a number of methods. For example, in keeping with the conservatory-style approach of our pedagogy, our teaching and learning process includes regular exhibitions or presentations at the course level, periodic term reviews, detailed portfolio and master's thesis evaluations by faculty and industry professionals, and the college-wide capstone event that occurs before each graduation, known as "Grad Show." During the Grad Show, students present their final projects to a panel of faculty members and industry representatives. This event serves as a formative assessment point in the curriculum and as a direct assessment of their skills and readiness for professional practice. The evaluations conducted throughout students' educational trajectories, during the development of the graduate thesis and in term reviews, are designed to measure students' proficiency in learning outcomes required in their specific fields of study, ensuring they are well-prepared to meet the expectations of their disciplines.

Additionally, our strong orientation towards professional preparation is evidenced by the findings from our annual [Graduate Employment Survey and knowledge rate research](#). [The resulting report](#) provides detailed insights into the post-graduation employment status and professional achievements of our

graduates. For the classes of 2021 – 2022, the college achieved an overall response rate of 30%, with 82% of bachelor's recipients and 92% of master's recipients responding and a Knowledge Rate (a combination of the Graduate Employment Survey results and research on publicly available information) of 88% for bachelor's degree recipients and 80% for master's degree recipients. The rates underscore the reliability and robustness of the data collected.

The results of the report reveal that 95% of bachelor's and master's recipients were employed or enrolled in additional education one-year post-graduation. This high employment rate indicates that graduates are successfully transitioning into their respective fields. Moreover, the data shows that 75% of bachelor's recipients and 77% of master's recipients secured their primary positions within six months of graduating, demonstrating the effectiveness of our programs in facilitating employment soon after completion of their programs.

In terms of professional preparedness, 73% of bachelor's recipients and 52% of master's recipients reported feeling well-prepared for the professional world. This feedback is a testament to the institution's ability to equip students with the necessary skills and knowledge for their careers. Furthermore, the relevance of their education to their employment is highlighted by the fact that 95% of bachelor's recipients and 96% of master's recipients were in positions that were very related or related to their program/area of study.

ArtCenter graduates find employment across various geographic regions and sectors, reflecting the broad applicability and demand for the skills they acquire. Our alumni are employed in established organizations, start-ups, freelance roles, and entrepreneurial ventures. The geographic distribution of employment spans both national and international locations, with significant employment in major cities such as Los Angeles, New York, Beijing, Shanghai and Seoul.

Through learning outcomes assessments and post-graduation data collection, the college helps to ensure that its graduates are well-prepared and capable of performing as intended by their degree programs. The institution's commitment to continuous improvement and alignment with industry standards ensures that its graduates enjoy strong levels of professional preparedness, robust employment rates in related fields, and high levels of alumni satisfaction with their outcomes. The WSCUC KID post-graduation earnings institutional data provide further evidence of favorable post-graduate outcomes. In 2019, 68% of ArtCenter graduates earned more than high school graduates six years after enrollment. This percentage increases to 71% after eight years and 75% after ten years. These earnings figures not only surpass those of high school graduates but also align closely with the median earnings of peer institutions, affirming the economic advantages conferred by an ArtCenter degree.

Students' Timely Completion of Degree Programs – WSCUC Key Indicators Dashboard (KID) Data

The Office of Institutional Research (OIR) analyzes and [disseminates](#) data on first-year retention, six-year graduation rates, and average time to degree completion, which is used by college stakeholders to track student progression, completion rates, and terms to completion. OIR also regularly draws from WSCUC KID data and develops and distributes interpretive guides to institutional leadership.

Reviewing WSCUC Key Indicators Dashboard (KID) performance indicators for ArtCenter College of Design in comparison to its WSCUC peer benchmarks is also useful to take into consideration when examining our students' ability to progress in and complete their degree programs in a timely way. In 2022, ArtCenter College of Design reported a six-year graduation rate for first-time full-time freshmen of 74%. This rate is above the 75th percentile benchmark of its WSCUC KID peer institutions, indicating that ArtCenter is performing strongly—in the top quartile—within its peer group in this vital metric. Transfer students also benefit from ArtCenter's strong support structures. In 2022, the eight-year outcome measures for full-time transfer students showed a completion rate of 75%. This rate is just below the 75th percentile of peer benchmarks, indicating that transfer students are also progressing through their studies in a timely fashion. Eight-year outcome measures for all students show a completion rate of 74% in 2022. This figure closely aligns with the 75th percentile benchmark for peers in the KID.

Student Support Services and Co-Curricular Programs at ArtCenter College of Design

In collaboration with the college's curricular programs, ArtCenter student services and co-curricular programs provide our students with focused resources to ensure students have the support and advisement they need. Informed by national research on High Impact Practices (HIP), these programs enhance students' success and their navigation through their learning journey. The efficacy of these services is evaluated with data drawn from multiple sources; examples of this are described in the following segment.

Center for the Student Experience (CSE)

ArtCenter's [Center for the Student Experience](#) (CSE) plays an important role in student success. Its activities encompass student support services, international student advising, diversity programs, student conduct (including students of concern), classroom accommodations, leadership programs, campus-wide student events, clubs and organizations, advising for [ArtCenter Student Government](#) (ACSG), education about off-campus housing resources and student health insurance, mental health counseling, and contact with families. The CSE also sponsors workshops with other staff and departments. In response to student feedback, these workshops were revised to include additional content related to calendar planning, providing students with actionable tools and techniques to better manage their academic and professional lives. While students at any juncture in their academic careers can benefit from this resource, it is particularly useful to new students adjusting to ArtCenter's fast-paced, rigorous studio culture.

In alignment with the institutional goals of the college's strategic plans, and recognizing that the potential for students to be successful is negatively impacted when their health is compromised, the Center for Student Experience (CSE) engages in significant campus programming to promote health. The CSE also coordinates the education and outreach efforts to inform students about the college-provided mandatory student health insurance plan, which is assessed and re-negotiated on an annual basis, using utilization data from the insurance carrier and our insurance brokerage. An orientation to the health insurance plan is provided at [New Student Orientation](#), and at the pre-departure meetings of every Exchange and Study Away Program cohort.

The Center for the Student Experience also includes on-campus mental health counseling services. In addition to individual counseling appointments, and informed by student feedback, [Counseling Services](#) offers educational programming covering a range of topics.

ArtCenter's CARE Team

The CARE (College Assessment, Response, and Evaluation) team at ArtCenter is dedicated to ensuring the well-being of students within the campus community. A cross-departmental group, it aims to foster a productive and supportive atmosphere through incident assessment, support, educational initiatives, and intervention strategies. CARE referrals can be made by students, faculty, or staff via an [online referral form](#). The team proactively addresses student challenges early on to minimize their impact on personal, academic success, and health, emphasizing emotional, psychological, and academic support for students in distress. The CARE team connects students with appropriate campus and community resources, provides ongoing support and follow-up, and promotes self-advocacy and personal development. Additionally, they offer workshops and programs designed to promote well-being and help students navigate academic, personal, and social challenges, thereby creating a supportive and inclusive campus environment.

Professional Education and Industry Engagement

Since its inception, ArtCenter has provided artists and designers with the skills they need to succeed throughout their careers. This founding principle remains part of our ethos today—and our commitment to students' professional education extends far beyond the classroom. To maximize professional value for our students and alumni, we align key departments and resources through ArtCenter's "Experience Portfolio." These educational experiences complement and enhance rigorous classrooms and studios with access to team building, immersive learning, global competencies, industry relationships, thought leadership and trends, as well as resources in technology, business and innovation.

Career and Professional Development (CPD)

The [Office of Career & Professional Development](#) (CPD) at ArtCenter College of Design assists students and alumni in their pursuit and development of careers as professional artists and designers, developing mutually beneficial relationships with industry professionals globally. Through the delivery of professional development workshops, career advising, mentorship, and internships, staff strive to provide an environment that nurtures the individual curiosity and creativity of ArtCenter students. A convenient [virtual office](#) is also offered to students and alumni with exclusive internship and employment opportunities, career resources, mock interview exercises, studio tours, portfolio critiques, and professional talks.

A career advisor is available to meet one-on-one for support in career exploration, resume and cover letter feedback, internship and interview preparation, and job search strategizing. The mentorship program offered each fall brings together students and industry leaders to establish valuable relationships and offers a unique experiential learning environment. The office leads specialized career development workshops including professional writing, freelancing best practices, job strategizing, networking (traditionally and through social media), and navigating the global job market. CPD works in the classroom as well, by faculty invitation, in support of course or program learning outcomes. Dedicated support to international students is offered through workshops related to acclimating to American culture and etiquette, using international experience to gain a competitive advantage plus access to an international job and internship database.

Industry chats are offered each term in which creative leaders present to students and students receive portfolio critiques. At the end of each term, the office staff facilitates an event called Grad Show Preview, which several hundred employers attend in order to network with the graduating class, to meet and interview graduating students, view student work, and discuss their company culture while sourcing new talent.

Center for Advising and Academic Success (CAAS)

While ArtCenter maintains long-standing and important content-specific advising and mentoring relationships between department faculty, staff, and students, the college recognized the advantages of supplementing this model with additional generalist professional academic advising. After considerable research regarding nationally recognized High Impact Practices (HIP) positively impacting student success, [ArtCenter's Center for Advising and Academic Success](#) (CAAS) was created in 2014 to enhance ArtCenter's academic advising practices and improve the student experience. The importance of enhanced academic advising has also been embedded in ArtCenter's Strategic Plans and its Diversity Strategic Plan. CAAS currently consists of a director of academic advising and three full-time academic advising staff. In keeping with the original vision of the position and the overall academic advising function, the director of academic advising position has played a key leadership role in the overall college-

wide effort to improve academic advising practices and, in collaboration with other offices, of ArtCenter's broader student success initiatives.

In its first 10 years of existence, the Center for Advising and Academic Success has impacted students, faculty, and staff in positive ways. Academic advising concerns are being represented across numerous campus constituencies, advising resources are being utilized, and ongoing education regarding advising services continues to grow in the form of workshops, orientations, trainings, and processes that significantly impact student success are being reviewed and enhanced as needed. Some specific strategies for continued growth include creating a college-wide definition and mission statement for academic advising, adopting the advisor and advisee expectations as noted in the [Academic Advising Syllabus](#), continued support and participation in advisor trainings, the implementation of a college-wide advising calendar ensuring clear and consistent communication, and support for expanded academic advising capacity. While the initial growth of the office in 2018 has been impactful and in alignment with the college's strategic plan, additional advising staff is needed in the Center for Advising and Academic Success to further expand the office's capacity to explore proactive advising retention strategies such as: increasing involvement with students prior to matriculation, identifying and contacting first-term students who have experienced previous academic hardship as indicated by high school and/or prior college grade point averages, supporting and providing resources for faculty who identify students in academic distress, working with students who have borderline grade point averages that put them at risk of being on academic probation and/or losing scholarship funds, and enhancing programming to include additional advising-related workshops, trainings, and the introduction of a college-wide case management and scheduling system for all advising records.

The Writing Center – for Undergraduate and Graduate Students

The college's [Writing Center](#) helps students become confident and effective communicators within art and design. [Coaches](#) provide individualized support and guidance in writing development. They are available to assist students of all proficiency levels from each of ArtCenter's disciplines through collaborative peer coaching in-person, with locations at either campus, or remotely. Writing coaches help students generate and organize ideas, develop and revise written work, improve structural language and writing skills, and practice spoken English. Some examples of this support include: essay writing--structure, planning, and collaborative review; Strategies for brainstorming, pre-writing, and outlining; Research planning and support; Critique practice and preparation; Employment- and scholarship-application completion support; résumé and cover letter writing support; presentation writing and oral practice support, and English-language conversation partnering. In addition, peer coaching is available; student coaches from all disciplines available to help with studio skills and creative practice/process, in-person and remotely. Writing Center Coaches and peer coaches share the same management, working together as a learning resource center

ArtCenter Library

The [ArtCenter Library](#) offers a comprehensive collection of resources on art and design, including more than 91,545 volumes of books and periodicals; subscriptions for more than 460 magazines; 11,000 films, animation, documentaries and more. In addition to providing a quiet space for students to work independently or in groups, the library also features extensive collections of zines and video games and subscriptions to dozens of online databases. A reference librarian, research and instruction librarians, and other trained staff are available for in-person or remote research assistance and collections assistance. The ArtCenter Library also collaborates with other campus offices to offer programming, such as the recent Research and Writing Graduate Thesis Clinic, offered in conjunction with the Graduate Writing Center.

The library also includes the ArtCenter Archives, a repository for official and unofficial records that document ArtCenter's history. The archives contain historical images and material of enduring value generated by faculty, academic departments, administrative offices, students and campus organizations.

Continuous Improvement Through Use of Data and Evaluation

Co-curricular programs use a variety of methods to help ensure they achieve the outcomes they strive to achieve in their work with our students. For instance, the Center for Student Experience (CSE), Career and Professional Development (CPD), and Alumni Relations use satisfaction surveys to ensure that departmental programming is sufficient, appropriate, and reflects student needs. Managers review qualitative data to better understand how to improve events, resources, and outreach. Below we articulate how some of our departments draw from data to inform and improve the support and guidance they provide to our students.

The Center for the Student Experience uses data to address student service needs and their acclimatization into the college. The Center is responsible for student life programming and most student support services, ranging from ArtCenter Student Government (ACSG) to counseling and international student advisement. They use information from several institutional reports to ensure appropriate programming and staffing for events, including New Student Orientation, peer advising, and engagement activities. The Counseling Center uses its clinical appointment system to track usage statistics to determine if students are receiving support in a timely and consistent manner. The International Student Advising team uses a variety of data points from institutional and external data sources including the Department of Homeland Security to ensure that international students are being identified and flagged for advising and ongoing support based on the terms of their visas. Most recently, the team used data to identify the need for an additional international advisor to support an increase in international enrollment, changes to the regulatory environment, and the unique needs of students from various regional locations.

SNAAP-Informed Support for Entrepreneurship and Professional Practice (EPP) Focus

According to the most recent [graduate outcomes report](#) and the [2022 Strategic National Arts Alumni Project \(SNAAP\) survey](#), at least 30% of alumni surveyed indicated they are self-employed. This has led the college to increase support for students within the Entrepreneurship and Professional Practice (EPP) office. [Entrepreneurship and Professional Practice](#) (EPP) prepares students and alumni with skills and networks to launch and build businesses. By connecting the needs of startups, independent studios, companies, and organizations across sizes and disciplines, EPP seeks to equip artists and designers for a wide range of leadership paths and professional outcomes spanning business, innovation, and the creative economy. This focus on business acumen complements the creative vision of our community, enhancing opportunities for ArtCenter students and alumni to pursue internal routes in traditional corporations as “intrapreneurs” alongside starting companies of their own. This pioneering approach to education—focusing on entrepreneurship and innovation—creates pathways for students and alumni to collaborate with doctors, scientists, engineers, researchers, investors, and trailblazers across sectors to improve outcomes for humans and the environment.

Center for Advising and Academic Success

In addition to the qualitative and anecdotal data collected through activities like student meetings and events, the Center for Advising and Academic Success uses a variety of data points to support students through their academic journey and address their unique needs. These data reports include the Student Master Report (census), the Graduation Evaluation list, the Financial Aid Scholarship Warning list, and the Academic Standing list. The information is used to address new student support, identify and assist students on academic probation, help students prepare for graduation, and provide resources for time management, interpreting academic transcripts, and making course selections during registration. The Center also uses the reports for planning, advisor assignments, and identifying students for critical student resource outreach and referrals. Indicator reports are also used to flag at-risk students or those already on academic probation, low (2.5 - 2.8) or critical (less than 2.5) GPAs, and other characteristics of students at-risk.

The Provost’s Cabinet Objectives and Key Results (OKR) – Mapping Advising Across the College

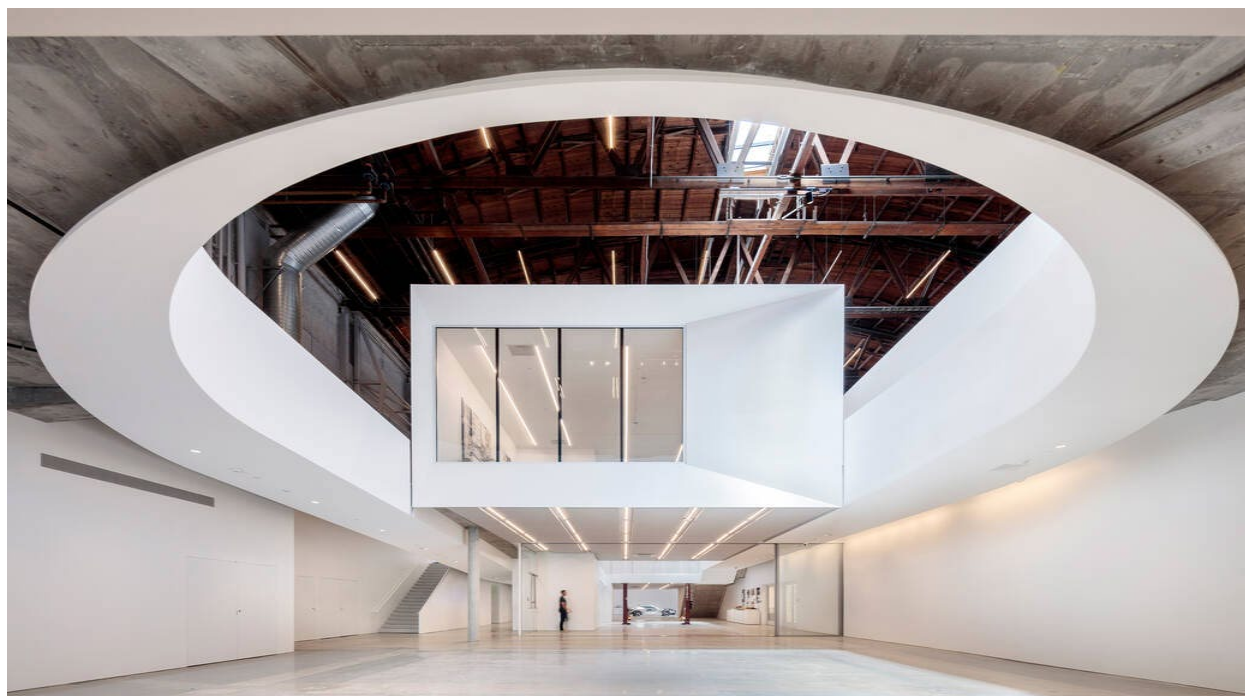
Upon implementing the Academic Realignment in September 2023, the college recognized the need for mapping various types of advising across all areas of the college that had been impacted by it. This was named as an OKR for the Provost’s Cabinet, and the Advising Mapping Workgroup was launched in spring 2024 in support of student engagement and student success, including retention and graduation. Led by the dean of the division of visual art and communication, the initiative includes reviewing student advisement across contexts from a student-centered perspective, with the goal of helping to ensure the offices with whom students engage are all in alignment and provide cohesive guidance to all students.

While work is still underway at the time of this report, it marks the college's recognition of the importance of coordinated efforts in this area across the entire institution.

Opportunities for Further Development of Co-Curricular Assessment and Program Review

Much has happened in recent months: the Academic Realignment, the arrival of our new vice president, student affairs and dean of students, and the hiring of our new assistant dean of students. All of these new developments signal an opportunity to revisit co-curricular assessment and program review to consider what may be most useful and appropriate for co-curricular areas. We look forward to engaging in that work in our new institutional era.

Section B3 – Standard 3: Assuring Resources and Organizational Structures



The Mullin Transportation Design Center, which opened in June 2024

Faculty, Staff and Administrators

ArtCenter Faculty

Since its founding in 1930, ArtCenter has provided an education taught by professional practitioners to our students in a working studio environment. We refer to this as project or practice-based learning, where we simultaneously develop design concepts and research as real-world, physical and virtual models of deployment. The undergraduate and graduate departments are composed, in part, of chairs and faculty who maintain their own practices in addition to their teaching responsibilities. Most studio faculty hold either a baccalaureate or master's level degree; approximately half of our Humanities and Sciences faculty hold a doctorate in their field. In order to bring the most current information from the professions into the classroom, we hire new faculty based upon both their academic background, especially teaching experience, and their professional success. Most of our faculty members are working professionals — artists, photographers, painters, filmmakers, and designers of every discipline — directly engaged with the demands of today's creative marketplace. ArtCenter also employs faculty who have rich and diverse academic backgrounds across the humanities, sciences, and social science who also possess expertise in technology studies and business. ArtCenter students seek out our faculty because

of their notable expertise in their professional careers. As leading practitioners within their fields, ArtCenter's faculty members are able to guide our students with specific knowledge of their practices.

Based on data provided by Faculty Affairs, as of fall 2023 the college employed 120 full-time faculty members, and approximately 650 part-time faculty members⁴, in addition to about 40 department chairs, associate chairs and assistant chairs who also teach regular classes as part of their administrative assignments. During the fall and spring semesters, full-time faculty members deliver approximately 50% of instruction and comprise approximately 15% of the faculty headcount. During the summer semester, full-time faculty members conduct a greater percentage of instruction. Our overarching student to faculty ratio for fall 2023 was 8:1.

Faculty appointments at ArtCenter College of Design are classified into full-time, PTX (part-time extended), and part-time categories, each with specific criteria and duties as detailed in the Collective Bargaining Agreement (CBA)

Full-time and PTX Faculty are appointed to ranks of instructor, assistant professor, associate professor, and professor. The college conducts national searches for these positions, considering candidates' terminal degrees, professional and teaching experience, and other qualifications. Initial appointments last one to three years, with reappointments potentially extending up to five years based on performance and institutional needs. They are expected to teach nine and six standard course sections per academic year, respectively, and may undertake additional duties like peer mentoring and committee participation.

Part-time faculty, appointed as adjunct instructors, adjunct assistant professors, adjunct associate professors, or adjunct professors, are selected based on similar criteria and initially appointed on a semester basis. Reappointments can last up to three years, dependent on performance and institutional needs. They are limited to teaching no more than five standard course sections annually.

Evaluation and Advancement

In accordance with the May 1, 2024 [Collective Bargaining Agreement \(CBA\)](#) between ArtCenter College of Design and the ArtCenter Faculty Federation, comprehensive performance evaluations for faculty members are designed to uphold high academic and professional standards, supporting excellence in teaching and the development of teaching skills to benefit students. These evaluations occur at least

⁴ WSCUC KID and IPEDS faculty counts are based on IPEDS reporting definitions, representing an unduplicated count of faculty on the college's payroll on fall semester census date, whose primary responsibilities were instruction-based. These counts may exclude faculty not teaching during fall 2022 (e.g., faculty not teaching a class that specific semester but who taught in spring or summer semesters, or who were engaged in non-instructional work). Consequently, IPEDS and KID faculty counts may appear smaller than our internal college counts, which include all faculty teaching throughout the academic year as well as those engaged in non-instructional work.

once every three years, with those not evaluated in the prior three years being assessed within a year of the agreement's execution. Evaluations focus primarily on teaching effectiveness, evidenced by classroom observations, achievement of course outcomes, quality of syllabi and materials, teaching methodology, committee service, and student advising. Professional contributions, overall achievements, and commitment to diversity, equity, and inclusion are also considered. The evaluation process, conducted by the department chair or their designee, involves a review of materials submitted by the faculty member, including a narrative, CV, syllabi, exams, and other relevant evidence, alongside department-collected materials such as student course evaluations and prior performance reports. The results yield a rating of satisfactory or unsatisfactory, with both parties signing the evaluation document. Classroom observations are conducted during scheduled classes, with results discussed within 30 days. Student course evaluations are aggregated to identify trends, though individual comments may inform coaching sessions. Faculty can request a review meeting and respond in writing, with responses added to their personnel file. Newly hired part-time faculty undergo a six-semester probationary period, evaluated every three semesters on course outcomes and pedagogy. The process is managed jointly by the offices of the associate provost, teaching & learning (dean of faculty), and Employee Experience and Engagement (EEE).

Article XV of the Collective Bargaining Agreement (CBA) outlines the academic rankings and promotion procedures for faculty at ArtCenter. Faculty ranks include instructor/adjunct instructor, assistant professor/adjunct assistant professor, associate professor/adjunct associate professor, and professor/adjunct professor, with qualifications such as teaching experience, professional activities, and service. Promotions are considered through formal requests or recommendations and evaluated by the Academic Promotion Committee. Promotion decisions are based on performance evaluations, curricular needs, enrollment trends, and budget availability.

Faculty Support and Development

The Center for Innovative Teaching & Learning (CITL)

The [Center for Innovative Teaching & Learning](#) (CITL), established in 2013, is an active component of the teaching and learning community at ArtCenter and is led by the associate provost, teaching & learning (dean of faculty). Team members include a director, center for innovative teaching & learning, and the manager, digital teaching & learning (DTL) and instructional designer, who is also a faculty member in the Integrated Studies department.

CITL operates at the intersection of teaching and learning at the college, offering coaching for all ArtCenter faculty members and programs on pedagogy and practice, digital teaching and learning, diversity, equity & inclusion, assessment & curricular alignment, identity as an educator, and professional

development as a community of learners for faculty, staff, and students. Through the CITL's work, new curricular and learning environment designs with reflective and inclusive pedagogies are encouraged, and innovative use of educational technology is explored with faculty through access to software and learning platforms. CITL also supports faculty professional development through a fund for presentation at conferences and participation in funded professional development with technology. Further, CITL also actively supports student learning through the peer coaching program and participation in New Student Orientation. Additional Campus partners in the Teaching & Learning team include The ArtCenter Library, the Heavin Studio, and the Graduate and Writing Center.

Digital Teaching & Learning (DTL)

[Digital Teaching & Learning's](#) (DTL) mission is to empower and support ArtCenter's faculty, students, and staff in their use of digital tools and software and to create and host a digital learning environment with seamless and accessible tool integration. They provide innovative and accessible digital resources, training, and strategies that enhance teaching, learning, and creativity. By fostering digital learning environments, they support collaboration, engagement, and exploration across disciplines, preparing our community for success in our ever-evolving digital world. DTL [offers a variety of software solutions and support](#):

- ArtCenter Canvas: The official Learning Management System (LMS) of ArtCenter College of Design.
- Miro: A digital collaboration platform designed for remote and distributed project management.
- LinkedIn Learning: An online platform providing video courses taught by industry experts in software, creative, and business skills.
- YuJa: An all-in-one video platform for securely creating, managing, discovering, collaborating, and live-streaming video content.
- Turnitin: An Internet-based service promoting academic integrity and streamlined grading through similarity detection.

Heavin Media Production Studio

Funded with a donation from alumnus and board member Bruce Heavin, the [Heavin Studio](#) is a specialized space designed to enhance the creative and educational efforts of ArtCenter's departments, faculty, and staff. Their mission is to enrich the learning experiences of ArtCenter students by helping faculty create accessible digital course content that can be placed into the LMS.

The Heavin Studio offers comprehensive support across three primary areas:

1. **Media Production:** They facilitate the creation of high-quality audiovisual content, ensuring your message is clear and impactful.
2. **Educational Content Creation:** The team assists in developing immersive and interactive course materials and presentations.
3. **Media Innovation Learning Lab (Coming Soon):** This upcoming facility will provide a creative space for exploring cutting-edge technologies.

The Heavin Studio staff's expertise spans from audiovisual content creation and technical guidance on state-of-the-art equipment to providing insights into digital content production. The studio also hosts brainstorming sessions to integrate new educational technologies into the curriculum, pushing the boundaries of traditional teaching methods.

ArtCenter Staff and Administrators

ArtCenter currently employs 361 full-time and 38 part-time administrative staff, all of whom make vital contributions toward the student experience and overarching success of the college.

In January 2019, ArtCenter's [Employee Experience and Engagement](#) department (our human resources department, abbreviated "EEE") launched *Connecting the Dots: New Employee Onboarding*, a comprehensive onboarding program for staff. With the faculty union in place as of May 2022, faculty will now participate in this mandatory program. The daylong program introduces new employees to the college's organizational structure, culture, and values centered on diversity, equity, inclusion, access and belonging (DEIAB), general workplace policies (including the college's Title IX policy), safety and security information, standards of conduct and everyone's connection to student success. The program was developed to help employees understand how their work connects to the greater good of the ArtCenter mission.

Performance Evaluations

ArtCenter has an annual performance evaluation program. All staff members are asked to complete a self-evaluation and all department managers are required to complete an evaluation and hold an evaluation meeting with each of them. In 2019, the college launched an online performance evaluation process using Cornerstone, which provides opportunities for ongoing and regular performance management. This tool supports communication between managers and their employees, allowing them to track and update goals and provide ongoing feedback. EEE offers guidance and education sessions to both staff and supervisors on performance management.

Ensuring Appropriate Staff Compensation and Job Descriptions

In 2017, ArtCenter engaged Sibson Consulting in a multi-phase project to ensure appropriate compensation and position descriptions for all staff members. The first phase embarked on a college-wide job description review to ensure that all staff members have current job descriptions on file. To facilitate this project, each staff member was asked to complete an online Position Description Questionnaire form, which was used to finalize job descriptions. The second phase was creating market-driven job titles for staff positions. As such, from coordinator to executive-level positions, job titles are now streamlined to more effectively structure the work performed at the college and to create a clear path for growth. The third and final phase is the college's three-year review of compensation. This phase involved a market-driven review of compensation to ensure that our compensation philosophy and salary guidelines are competitive. The college strives to conduct a compensation study every three years.

In addition to the multi-phase review of compensation and position descriptions, EEE continually reviews the effectiveness of all staffing structures and works with executive leadership to make recommendations and implement improvements based on academic, administrative, as well as health and safety needs of faculty, staff and students. EEE partners with hiring managers to ensure that hiring practices for search committees are diverse and include appropriate college stakeholders. EEE also released the [ArtCenter Talent Acquisition Procedures Manual](#) to streamline the college's hiring practices for consistency and fairness.

Commitment to Diversity, Equity, Inclusion, Access and Belonging (DEIAB)

In July 2017, EEE established mandatory online professional programs regarding DEIAB for all faculty and staff hires as a condition of employment and continually runs programs annually for faculty and staff through EEE's Employee Learning and Professional Development Work Group, which takes an institutional approach to employees' personal and professional development. In November 2018, the college successfully recruited its first vice president and chief diversity officer (VPCDO); the position reports directly to the president. The VPCDO is responsible for advising, developing, partnering, coordinating, administering and executing a variety of duties related to DEIAB for ArtCenter to strengthen, enhance, and improve academic and administrative programming. Every fall semester, ArtCenter distributes [important policy statements](#) to the college community to remind them of their obligation to comply with our fundamental commitments. The policies that are distributed include Equal Employment Opportunity, Diversity Statement, Employee-Student Dating, Preferred Name, Gift Policy, Non-Discrimination, Title IX, Harassment and the Drug-Free Workplace.

Professional Development and Employee Wellness

Beginning in 2016, EEE rolled out an ongoing series of professional development programs for leadership, faculty, and staff through a blend of in-person classes and online offerings. The leadership

development series provides directors, managers, and supervisors with the information and tools needed to strengthen leadership skills, team performance, and problem-solving skills to achieve greater success. These programs enable participants to take charge of their professional development through growth in self-awareness and to strengthen three key skill components: communication, stakeholder experiences, and team performance.

In addition to the professional development opportunities outlined above, the college has expanded its wellness offerings to all faculty and staff via its Environmental Health and Safety (EHS) function of EEE. In addition to providing programming for injury and illness prevention, EHS offers regular health and wellness activities such as group wellness challenges, sound baths, yoga classes, and wellness expos.

Fiscal, Physical, Technology, and Information Resources

Budget and Resource Allocation Planning and Processes

Financial planning and budget processes at ArtCenter have been in place for many years and are based on a rolling [five-year business plan](#) that is informed by the college's strategic plan, including annual operating and capital budgets. The [Building Portfolio Report](#) (described in detail in the Facilities section of this report), was developed to inventory and financially quantify and identify funding sources for all campus expansion and significant maintenance projects over the same rolling five-year period as the business plan.

There are two key institutional entities involved in ongoing financial and facilities planning at the college:

1. Our Executive Cabinet, which reports directly to the president and has responsibility for all academic and operational functions of the college. It includes the acting provost, chief financial and administrative officer (CFAO), the senior vice president of development, senior vice president of enrollment management and student affairs, the vice president and chief diversity officer, and the senior vice president, marketing and communications.
2. The college Budget Committee, a shared governance group composed of representatives of the Executive Cabinet, Chairs Council, Faculty Council, Staff Council and the ArtCenter Student Government "ACSG." The CFAO and the director, budget and financial planning provide support to the committee but are not voting members of it.

Budgeting and Planning

Budgeting and planning processes at ArtCenter are constantly underway. To illustrate, the process of developing the fiscal year 2024 budget began in July 2022 – a full year in advance of the start of the fiscal year. Beginning in July of each year (the first month of the fiscal year) the president, acting provost, CFAO, senior vice president, enrollment management and student affairs, senior vice president, development, and the director of budget and financial planning begin a series of meetings in which the timing and cost of initiatives stated in the strategic plan are determined. These amounts are derived from ongoing departmental budgets, department growth, various college initiatives and technology-related projects, as determined by the acting provost through her work with the chairs, as well as by other members of the Executive Cabinet for their specific areas of responsibility. Large capital expenditures, such as building and renovation costs, are not part of the annual budget, although technology and equipment upgrades are typically included. Revenues are based on projected enrollment and estimates for non-tuition revenue sources. Tuition rates are informed by the long-term rate of inflation, price sensitivity, benchmarking with other AICAD colleges, and feedback from the Budget Committee. A draft annual budget for the following fiscal year and a [five-year business plan](#) including those initiatives is developed and submitted to the Budget Committee in the fall semester — nine months prior to the start of a fiscal year. Prior to the spring term board meeting the Budget Committee votes to recommend a tuition rate for the following academic year to the college president, who in turn recommends it to the board of trustees for final approval.

Board Finance Committee

At each of its meetings, the Board Finance committee receives a comprehensive Quarterly Financial Report ([see ArtCenter Quarterly Financial Report with Five Year Budget](#)). Some information in the report is updated each quarter and some is presented on a less frequent, usually annual basis. The report includes the following items:

- An Executive Summary that addresses trends and the overall financial picture of the college;
- Quarterly financial statements with explanatory notes, budget to actual reports, listing of cash disbursements over \$25,000, capital project report (Building Portfolio Report);
- Annual report of Strategic Financial Ratios and Benchmarks helping the Board see a broad picture of the college's financial viability and sustainability;
- Annual resolution to approve tuition rates for the upcoming academic year;
- Annual resolution to approve operating and capital budgets for the upcoming fiscal year;
- Resolutions to approve requested cash transfers to or from the quasi endowment for student aid or other educational purposes.

The Board's Audit Committee receives an annual risk management report based on recommended Risk Registers as developed by the Association of Governing Boards (AGB). Each committee of the Board

receives a report addressing areas of risk under its purview that are in turn are rolled-up into the larger comprehensive document for the Audit Committee.

Financial Resources Now and for the Future

ArtCenter College of Design is in sound financial health as evidenced by nearly two decades of strong financial performance. In 2018, the college received a Baa1 investment grade bond rating from Moody's Investor Services, which it has maintained every year subsequently. The rating, in conjunction with the City of Pasadena, approved a 15-year campus [Institutional Master Plan](#) (IMP) has allowed the College to issue two tax-exempt bonds totaling almost \$155 million, which included \$61 million outstanding debt refinancing and \$94 million new funding for substantial campus building expansions and improvements.

While an enrollment drop was experienced in the 2020-21 academic year due to the global pandemic, the college was able to weather this drop by strategically reducing costs, borrowing from its substantial cash reserves to increase student tuition aid, and receipt of federal pandemic aid (Higher Education Emergency Relief Fund). Enrollment has subsequently risen to near pre-pandemic levels and remains strong even with a tuition discount rate below the average for peer institutions of comparable size. Enrollment for the fall semester 2023 was 2,250.7 FTE.

There is a clear commitment to ensuring adequate financial support and facilities to support the size and scope of ArtCenter's academic programs. As a private, 501c(3) not-for-profit institution, roughly half of the college's operating budget and expenditures is devoted to direct academic costs including faculty, departmental programming and student projects. All of the departmental budgets for the undergraduate and graduate departments as well as the library, computer labs, and fabrication shops are included. While tuition increases over the last several years have been 3.4% in accordance with the long-term rate of inflation, the more recent historically high inflation pressures led to the decision to set the fall 2024 tuition increase at 4.9%, the highest tuition rate increase in more than 10 years. The college hopes to return to lower rates of increase in the future if circumstances allow. Scholarships provided by the college's operating budget have remained steady in recent years at 17.5% currently. In addition to institutional support, donor-funded scholarships of 2.0% bring the projected total tuition discount to 19.5%.

Development and Fundraising

The Development department at ArtCenter College of Design consists of 18 full-time staff and is designed around five teams including: Foundation Relations and Government Grants, Major and Planned Gifts, Corporate Partnerships, [Annual Giving](#), [Alumni Relations](#), and Campaign Initiatives & Support. Gifts and pledges are solicited in support of general operating, scholarships, program support, endowment, and capital projects.

Development staff members work closely with internal partners which include the president and executive cabinet, deans, department chairs and select leadership and program staff; as well as external key stakeholders which include the board of trustees, alumni, volunteers, and other community partners, and industry partners to create and execute effective and efficient fundraising strategies for optimal support of the college. Our fundraising efforts are created and executed through data-driven decisions, in combination with a strategic approach, to determine the wealth and affinity of our constituencies. Annually, we create a detailed fundraising plan inclusive of SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals with detailed objectives, timelines, and role responsibilities that is reviewed quarterly to ensure we are able to meet and exceed our fiscal year fundraising goals. The college's constituent relational database is used to communicate and engage with approximately 60,000 individuals, foundations, and corporations including roughly 24,000 alumni around the world. A comprehensive overview and history of each constituent is regularly updated in the Customer Relationship Management (CRM) system, Raiser's Edge.

Alumni programming focused heavily in the southern California area where the majority of our alumni live; with regional activities held periodically nationally and globally. We are more strategically coordinating efforts with our college industry program for joint outreach efforts to better engage and serve our alumni.

Currently we are completing fundraising efforts surrounding the South Campus expansion which includes the [Mullin Transportation Design Center](#) (Board members Peter and Merle Mullin gave \$15M for the Mullin Transportation Design Center), and 908 shops. Through the generous support of individuals, corporations, and foundations, we have been able to create spaces that support the work of art and design students of today, and that of future cohorts.

This year we have infused more attention, time, and resources toward two main giving membership groups: ArtCenter100 and FullCircle. Formed in 1986, ArtCenter100's mission is to provide much-needed scholarship assistance to the college's talented art and design students, while also offering members introduction to the college through social gatherings and educational programs. FullCircle, which was established in 2016, is open to alumni, friends, and parents to come together to connect and engage, while also striving to raise scholarship assistance for current and future students. Both groups have a dedicated board of directors to plan, collaborate, and execute cultural, relational, and experiential programs for their specific membership groups.

Other key fundraising efforts have included segmented appeals which include [tribute gifts](#), annual direct mail/email requests, Giving Tuesday campaigns, faculty and staff outreach, and other key initiatives. By exploring storytelling, we aim to showcase the compelling needs of the college, encouraging commitments for philanthropic support. This past year we launched the "[Orange Door Society](#)," a

community of supporters who have chosen to invest in future generations of ArtCenter students by including the college in their estate plans.

Looking ahead, we are building the foundation of financial supporters through a segmented approach for engagement to launch an upcoming campaign celebrating the college's centennial in 2030.

Physical, Technology and Information Resources

Physical Resources

From 165 wooded acres in the San Rafael Hills to adaptive reuse in downtown Pasadena, ArtCenter's facilities provide its students with a wide array of creative learning opportunities enriched by the creative and academic resources within the surrounding communities and the greater Los Angeles area. Overall, ArtCenter operates 505,658 square feet of facilities, services, and resources that provide students with a diverse array of learning opportunities. Studios, workspaces, theaters, stages, maker spaces, editing bays, photo and computer labs provide our students with a host of creative tools, props, and equipment, including professional cameras, lighting, 3D rapid modeling, CNC machines, modeling facilities, and rapid prototyping technologies.

Planning

The [Campus Facilities Master Plan](#) was developed as a means to support the strategic plan of the college. There are three main areas that make up the Campus Facilities Master Plan:

- The Facilities Master Plan (FMP),
- The Institutional Master Plan (IMP) mentioned above, and
- The Building Portfolio Report (BPR).

The Facilities Master Plan and Institutional Master Plan are both future-planning documents. The Building Portfolio Report is a financial tracking tool used to support, track, and report on the expenditure of funds as plans from the FMP and IMP are implemented. As part of the shared governance process, these plans are reviewed and guided by input from the Chairs Council, and the Executive Cabinet. The Facilities and Campus Planning Department is responsible for the organization and implementation of the plans. It should be noted that costs related to facilities and equipment for independent art and design institutions are typically higher than for many other kinds of institutions.

Institutional Master Plan

The [Institutional Master Plan](#) (IMP) was approved by the City of Pasadena in 2018. The IMP is a 15-year plan for both the Hillside Campus and the South Campus, focused upon creating a “new campus” out of the properties and buildings that we currently call our South Campus. This new urban campus will allow the college to expand its community and educational facilities as well as introduce student housing.

Facilities Master Plan

The [Facilities Master Plan](#) (FMP) was first created in 2012. It compiled information of current use and projected growth gathered through the interviews of every educational and administrative department and the assessment of the use and schedule of all spaces. This first plan outlined and developed the concept of the “homeroom model”, rooted in the idea that each educational department has a need for some unique types of spaces and a need for shared or common spaces. In addition, it looked at the efficiency of the weekly class schedule, the need for departments to work with their faculty’s schedules and needs of the typical studio classrooms. When totaled, the 2012 Academic Facilities Master Plan (AFMP) predicted that the institution would need approximately 100K square feet of new space in order to meet its current needs and growth projects outlined by the strategic plan 1.0. Since then, educational needs were reevaluated in 2014, 2016, and lastly, 2017 when the administrative and support department's growth was updated as well. Each update corresponded to a change in the overall plan for the school. In 2014, it was related to the development of the Institutional Master Plan, and in 2016 and 2017 it was used to create the distribution of all departments across both the Hillside and South Campus locations.

Building Portfolio Report

The [Building Portfolio Report](#) (BPR) is made up of several components, but in general can be considered a financial reporting tool to track the implementation process where plans are overlaid against time, funding, and priority. It is designed to be modular in order to be shared with different constituent groups, disseminate information and gain input. It contains the detailed plans that are needed to distribute departments, facilities, and services across both campuses and throughout all new and existing buildings. It is organized into four groups: 0–5 years, 5–10 years, Facilities Repair and Replacement Program (FRRP), Finances/Approvals, and benchmarking.

Facilities Repair and Replacement Program

This program addresses a list of repairs and replacements in the Building Portfolio Report (BPR) that are not education or program improvement projects. These are projects like restroom remodels, generator replacements, parking lot resurfacing, elevator upgrades, and glazing repairs. These projects are organized by categories of deferred maintenance, life safety, reliability, etc.

Finances and Approvals

A detailed executive summary of the Building Portfolio Report (BPR) is reviewed annually with the board of trustees during its October Meeting. A summary is reviewed at each board meeting that focuses on the finances of the Building Portfolio Report. Throughout the year the vice president of facilities and campus planning works with the CFAO and director, budgeting and financial analysis to update the financials in the reports. These updates focus on the amount of funds available for capital projects and non-capital projects with dedicated and operational funds. Projects are authorized through a process that evaluates the amount of funds available over time, typically a five-year period. Funds coming out of dedicated sources include bonds, gifts, or donations. Funds coming out of reserves, or the annual operational budget are released based on a review of the college's liquidity. Projects are organized by sequencing and overlaid with expenses over the same period. The project schedule is adjusted based on the projected fiscal outcome.

Administration of Facilities and Campus Planning

The Facilities and Campus Planning department is organized into five areas reporting to the vice president of the department.

The Facilities department, supervised by the director of facilities, is responsible for the daily operation of the buildings. In addition, the facilities department is responsible for the 10-year plan to replace and repair items identified in the Facilities Repairs and Replacements Program (FRRP) outlined in the BPR that are not considered academic or program improvements. These would include deferred maintenance, systems upgrades, and building improvements not connected to larger renovations.

The Campus Planning Department is responsible for long-term planning and building improvements focusing on academic and program improvements. Led by the director of campus planning, this department also maintains and updates the Institutional Master Plan, the Academic Master Plan, 5-year construction plan, and conducts research on the use of facilities to evaluate efficiency and changes.

The director of auxiliary services is responsible for overseeing all in-house and outsourced services related to food service, the student store, transportation services, and non-college Tenants (the college currently has one non-college tenant in the 1111 Arroyo building that holds a lease expiring in 2026, at which point the college will transform the tenant's space into additional educational facilities).

Campus Security provides 24/7 presence on campus under the supervision of the director of security. Each building has guards stationed in the entry lobbies as well as roving guards that monitor the buildings and campuses. In addition, each campus has a staffed command center that coordinates all security processes across the campuses. Card access and CCTV systems provide the college with secure

controls to help grant access and identify those on campus and to monitor buildings and grounds. Security works with law enforcement as needed to report, investigate, or assist with issues that arise on campus. The department is responsible for producing the [annual security report](#), the Jeanne Clery Disclosure Act report and the Sex Crimes Prevention Act report. In addition, the department is responsible for timely warnings and notifications to the community. The last area in the department is the project controls analyst, who is responsible for tracking current operational and construction budgets, forecasting financial outcomes and tracking compliance to both college and legal regulations.

Technology and Information Resources

ArtCenter provides a robust infrastructure built on a strong technological foundation across physical and online modalities. Information Technology, headed by the vice president of information technology, and each of the functional areas led by a divisional director, provides state-of-the-art technology and services in areas such as the college's core administrative system, information security, learning management system, web services; labs for technology experimentation and application; robust network infrastructure that includes wireless connectivity throughout both campuses; an integrated college portal system; and computer labs with high-end machines and render computing. The four divisions of IT include:

Network Services: Network Services manages the campus network infrastructure, encompassing both the data and voice networks, intra and inter-network connections, wired and wireless, and all administrative and academic servers in a hybrid architecture. It oversees the campus' vast infrastructure while ensuring scalability, security, and performance for on-premise, cloud, and remotely connected environments. The criticality for the support of multiple connectivity formats (including remote and hybrid) and access to technology resources through the various modalities was particularly highlighted during the COVID-19 pandemic.

Application Services: This service develops and operates the college's core administrative software (Ellucian Colleague ERP) for student records management, financial services, human resources, one-stop portal service (Inside ArtCenter), identity and access management (IdAM), and web services, and manages the underlying databases for these services. It also manages critical interfaces that bridge a variety of third-party systems for the interoperability of information systems.

Client Services: This service provides campus-wide technology support through the Help Desk and the Computer Labs, and also manages hardware and software asset distribution for the college's offices, labs, and classrooms, totaling 1,400 computers across both campuses of which 830 service our computer labs and classrooms. It also administers the college's technology equipment acquisition process in

partnership with Purchasing, ensuring timely upgrades to all end-user technologies, and allowing consistent access to up-to-date and emerging technology.

The Help Desk provides technical support to all constituents including staff, faculty, and students. The Help Desk is staffed to respond to technical inquiries during ArtCenter's business hours, with extended technical teams providing support outside of business hours, such as the Computer Labs. It operates 7:30 a.m. to 10:00 p.m. Monday through Sunday. Students have access to the computer labs from 7:30 a.m. to 1:30 a.m. during the first week of term. Starting week 2 of each term, labs are accessible 24 hours a day, 7 days a week.

The college's [IT Help Desk page](#) offers information that includes documentation, helpful tips, and video tutorials on FAQs. Requests for assistance are handled by phone, email, in-person, and through virtual meetings, as well as the new Help Desk Ticketing page. (The Help Desk sends tickets for LMS and educational technology support to the Digital Teaching & Learning team within the Center for Innovative Teaching & Learning.)

Information Security: This new division, led by the director, information security hired in spring 2024, works across the IT department to further advance risk mitigation strategies and to recommend proactive procedures and policies to maintain a secure and resilient infrastructure for the college. This service incorporates collaborative work with non-IT departments and external agencies to help ensure adherence to appropriate controls and regulatory compliance and conducts user training programs and awareness campaigns to promote a culture of information security and a privacy-aware college environment.

Information Technology Governance and Consultation

In order to provide appropriate governance for technology activities at the institutional level, the vice president of IT works in collaborative partnership with, and often co-leads, teams of subject matter experts across the college, including the associate provost, teaching & learning (dean of faculty) and the manager, digital teaching & learning (DTL), associate provost, academic operations, the divisional operations staff, and the Senior Leadership Group (SLG) that encompasses representation across the college including an academic dean and an executive director of an academic division, as nominated, amongst administrative leadership that span a dozen departments from Accounting to Admissions. These partnerships and working groups help set priorities and make recommendations in support of the college's strategic plan to ensure alignment with its objectives, fostering open communications and ongoing dialogue.

There are numerous other meetings with faculty, staff, and students, both scheduled and informal, by all of IT leadership (vice president and directors) as the organization works across the college to help its community tap into the power of technology to continuously improve, work efficiently and collaboratively, and ultimately to deliver the best possible educational experience for ArtCenter's students.

Current Technology Environment

ArtCenter has a sophisticated network infrastructure, with gigabit Ethernet connections and an updated wireless network across our two campuses, as well as a multi-gigabit connection to the internet with redundant design for failover from one campus to the other. We have the standard complement of servers and services in a hybrid architecture that taps into the best of on-premise and cloud-based offerings, including web, application, and file servers, supported by a well-trained and dedicated staff. We continue to invest heavily in student labs and provide 830 workstations for student use, supported by a professional lab staff of five as well as a complement of student workers. We provide close to 120 software titles for student use, many of them high-end, professional suites. Digital file storage exceeds 200 terabytes, which is organized in a state-of-the-art network attached storage system and storage area network.

ArtCenter continues to make substantial progress in the development and delivery of technology that supports the educational experience and the operations of the campus. Specific achievements include:

1. **Multiple Modalities:** When the pandemic was declared and we were required to pivot to a virtual format, the college's technology infrastructure was well-poised to absorb the exponential and varying demands on its network, largely due to the sophisticated design and capable staff. We also had in place a fully integrated Learning Management System (LMS), Canvas, with the college's core administrative system, which helped make our transition to the virtual modality seamless. The college supported multiple delivery methods for continued learning, combining Hybrid, HyFlex, and remote formats, which included robust tools and system configurations such as VPN access for faculty, staff, and students, and fast and redundant internet connectivity for the college. We also created multiple ways to assist our users, including information on low or no-cost internet service options for accessibility, provided guidelines to access and utilize the college's technology resources securely, and introduced multiple enterprise-wide tools and services for users to stay fully connected and engaged, that continue to be effective tools today, post-pandemic.
2. **Access & Collaboration:** A beneficial outcome as the college emerged from the pandemic is the adoption of innovative new solutions such as LabStats and Apporto, and specialized tools such as Perforce, alongside Microsoft Teams for college-wide collaboration, Zoom video conferencing and virtual meetings, and self-service solutions such as the college's new Help Desk Ticketing website

and IT's comprehensive departmental page on the portal where users can readily find helpful information and reach out for assistance.

3. **Digital Workflows:** Many administrative processes and approval-based workflows are digitized, saving time on handling and tracking paper-based processes. Recently completed projects include the implementation of self-service interfaces within our ERP system that offers up-to-date departmental budget reporting and finance query, the Student Planning Dashboard (SPD), a system for students to plan and track their course of study, and the creation of a faculty dashboard on the college's portal that provides access to the class roster with ability to email the class, links to course schedule and course information, and integration with our LMS, Canvas. We have developed numerous online forms using the Dynamic Forms system that provide departments such as Enrollment Services and Financial Aid the ability to quickly process forms that used to require manual signatures (i.e., leave of absence and course add/drop). The Office of Institutional Research is also exploring the use of Dynamic Forms for its Data Request form to streamline the collection of requests and improve response and processing time. The college has also integrated many third-party applications to replace time-consuming processes such as providing students the ability to upload their pictures to expedite the generation of ArtCenter ID cards.
4. **Specialized/Dedicated Labs:** In addition to remote and virtual computer lab access implemented during the pandemic, the college continued to expand its physical footprint at its [South Campus location](#), adding both general-use labs and dedicated labs for programs such as Entertainment Design, Interaction Design, and Transportation Design. These labs are supported by a robust infrastructure in state-of-the-art spaces, such as the college's [Immersion Lab](#), all of which will continue to provide our students access to new and emerging technologies.

Information Security

ArtCenter has made significant strides in strengthening our cybersecurity posture through strategic investments. We have deployed an industry-leading Endpoint Detection and Response (EDR) platform, and a Managed Detection and Response (MDR) service to enhance threat visibility, reduce risk, and ensure a strong return on investment by minimizing downtime and protecting critical assets. Additionally, we have appointed a director of information security to lead the development and implementation of a comprehensive security program, further strengthening the current complement of resources focused on security and robust technology architecture. This initiative includes continuous risk assessment, employee training and awareness campaigns, incident response planning, and adherence to best practices and regulatory requirements. These measures collectively demonstrate our commitment to safeguarding the college and maintaining the highest standards of information security.

Organizational Structures and Decision-Making Processes

ArtCenter's Board of Trustees

Brief Description of Board Relationship to President and Executive Cabinet

Our current board of trustees (27 in number), chaired by Michael Warsaw, provides oversight. Karen Hofmann, president and CEO, reports directly to the board. Anne Burdick, acting provost; Elsa Luna, chief financial and administrative officer; Tom Stern, senior vice president of enrollment management and student affairs; Melanie Burzynski, senior vice president of development; Aaron Bruce, vice president and chief diversity officer; and Jim Poore, senior vice president of marketing and communications are the other executive officers for the college.

Board of Trustees and Board Committees

In service of the college's mission and vision, the Board actively pursues a spirit of embracing volunteer leadership at many levels. Board committees, expanded beyond the core required by the Bylaws, provide opportunities for increased engagement for both trustees and non-trustees. Today there are eight committees, excluding the Executive Committee, all of which have non-trustee participants who are non-voting, usually college executive staff: Academic Affairs; Development, Marketing and Communications; Audit; Compensation and Labor Relations; Facilities; Finance; Governance; and Investment. The Academic Affairs Committee and the Development, Marketing and Communications Committee both have Constituent Representatives from Chairs Council, Faculty Council, Staff Council, Student Government, and FullCircle, who participate in committee meetings and are non-voting.

The formalization of expectations, assessment, and procedures in Board governance has led to constructive change in the composition of the board of trustees. The number of board members is currently 27, up from 26 in 2017, and includes nine alumni, invigorating the Board with new energy and significantly greater art and design, financial, and management expertise. The Board has also been actively recruiting to expand the diversity of its members. As of spring 2024, there are eight women and eight members who identify as being part of an underrepresented minority group.

Since the last WSCUC Visit in 2017, the following board-related initiatives have been established:

1. Amended Bylaws to update practices and procedures, with the notable update of the Board's Conflict of Interest policy, increasing the total number of trustees allowed to serve on the Board, allowing for the election of non-voting Constituent Representatives to the Board (chairs, faculty, students, staff, and FullCircle), and allowance for the Board to waive the limit on successive board chair terms.

2. A new trustee online portal has been established to allow for the archiving of all documents, including committee and board agendas and minutes. All trustees and executive staff have direct access through inside.artcenter.edu. The [Bylaws](#), [Annual Board Goals](#), and [Presidential Goals](#) are also available on the portal.
3. New trustee recruitment practices that require continual assessment of strategic leadership needs, formal statement of trustee roles and responsibilities, formal nomination and candidate evaluation procedures, and a formal new trustee orientation.
4. At their election and annually, trustees review the Conflict of Interest Policy and complete the disclosure statement.
5. Annual assessment of trustee engagement, evaluating both quantitative and qualitative measures of contribution to the mission, vision and objectives of the college is conducted through an online Board self-assessment survey. The Board reviews the results of the self-assessment survey and discusses areas of strength, as well as opportunities for improvement.
6. A formal process of assessment of a Trustee for re-election is conducted, including a review of their contributions and participation, and discussion regarding their trustee experience and interest in serving a successive term.
7. Election of officers of the board, committee leadership, and officers of the corporation is conducted annually at the Annual Meeting of the Board.

Current and future plans for ArtCenter Board Governance

The college successfully completed its \$100 million campaign (July 1, 2011 to June 30, 2019), significantly exceeding its goal by raising \$123 million. The Campaign generated new donors and friends of the college, who could be tapped to extend the reach of volunteer leadership in service to additional and continued aggressive fundraising and help continue to build a culture of philanthropy.

Academic Affairs Committee

Another important component of the board is the Committee on Academic Affairs, chaired by alumnus Bruce Heavin (co-founder of Lynda.com, now LinkedIn Learning), and vice-chaired by Linda Hill (professor at the Harvard Business School), with the participation of additional board members. The chair meets three times a year with the acting provost to review educational initiatives, budgets, and other strategic goals. The acting provost prepares a report highlighting the current accomplishments and issues from all educational departments. At each board meeting, representatives of academic leadership, Chairs Council, Faculty Council, Staff Council, Student Government, and FullCircle meet with the full Committee on Academic Affairs to review current initiatives and future plans.

Board of Trustees Finance Committee

The Board of Trustees Finance Committee receives at each of its meetings a comprehensive [Quarterly Financial Report](#). Some information in the report is updated each quarter and some is presented on a less frequent, usually on an annual basis. The Report includes the following items:

- An Executive Summary that addresses trends and the overall financial picture of the college;
- Quarterly financial statements with explanatory notes, budget to actual reports, listing of cash disbursements over \$25,000;
- Annual report of Strategic Financial Ratios and Benchmarks helping the Board see a broad picture of the college's financial viability and sustainability;
- Annual resolution to approve tuition rates for the upcoming academic year;
- Annual resolution to approve operating and capital budgets for the upcoming fiscal year;
- Annual resolutions to transfer cash generated from operations, if available, to invested reserves and/or the quasi-endowment for scholarships.

The Board's Audit Committee receives an annual risk management report based on recommended Risk Registers as developed by the Association of Governing Boards (AGB) and the Enterprise Risk Management reporting system internal audit. This annual report is discussed and included in Board meeting materials (usually for the February meeting) and is available on the trustee online portal.

Board of Trustees Use of Data

Our [AICAD benchmark reports](#) provide extensive data on tuition, tuition dependency, scholarship allocations, faculty salaries, and other metrics, allowing the Board to see how their institution compares to other AICAD peers. The board of trustees is provided with AICAD benchmarking data reports and WSCUC KID reports on a regular basis, and extensively utilizes benchmark data to guide their strategic decisions. Notably, the institution's tuition increases have been historically lower compared to other AICAD schools; this benchmarking longitudinal data was taken into consideration in their discussion and subsequent vote to increase tuition by 4.9% for Academic Year 2024 - 2025. The increase was further substantiated by the need to address enrollment flattening and inflation pressures; the college ensured it was in general alignment with peer institutions. Similarly, AICAD benchmarking data related to faculty salaries and information provided from AICAD regarding faculty teaching loads at their institutions informed negotiations for the collective bargaining agreement and the Board's approval of the agreement. The benchmarking data continues to be an important component of executive and board discussions, including those related to tuition dependency and financial aid/scholarships. President Hofmann and the board plan to hold a strategic planning workshop in the summer of 2024 to explore alternative revenue models to mitigate tuition dependency and will be referencing AICAD data as part of those conversations.

How Institutional Leadership is Organized and Makes Use of Data (CFRs 3.1, 3.6, 3.7, 3.8)

ArtCenter's [organizational chart](#) is updated once a month. The president reports to the board of trustees, and all units and managerial lines at the college ultimately report through the officers represented in the Executive Cabinet, which consists of the executives who report directly to the president.

The **Executive Cabinet** has meetings every two weeks between the president and the executive leadership to discuss major strategic issues and to update each other on various matters of significance to the college. It consists of the president, acting provost, the chief financial and administrative officer, the senior vice president, enrollment management and admissions, the senior vice president development, the senior vice president marketing and communications, and the vice president and chief diversity officer. Institutional level data and AICAD peer benchmarks are used by the Executive Cabinet to inform large strategic decisions and planning. For example, the discussion to transition to two graduations a year from three graduations a year to support the financial health of the college was informed by benchmark and enrollment data.

The **Provost's Cabinet** consists of the acting provost's administrative and senior academic leadership team (deans, associate provosts, and vice presidents). The cabinet convenes every two weeks and serves as an advisory group for the acting provost and to calibrate initiatives across divisional and institutional realms. Provost's Cabinet members use term reports for planning and scheduling courses, curriculum, and general programming. Members of the group also rely on faculty data to inform faculty loads and institutional planning. The divisional deans, members of the Provost's Cabinet, also use these data regularly in discussions with the departments as it is within their purview to inform curricular and programmatic planning.

The **Senior Leadership Group** reports to the Executive Cabinet, meets weekly, and works to improve college-wide operations for ArtCenter students, faculty, and staff, working cross-departmentally and collaboratively, prioritizing the needs of the institution as a whole, to align and enhance infrastructure in support of the college's strategic plan and future goals. In addition to their weekly meetings, the Senior Leadership Group meets with the Executive Cabinet once each semester. The group has access to [Institutional Reporting Pages](#) maintained by OIR, for an array of data, including benchmarking data, to inform their discussions.

There are also representative shared governance councils associated with students, faculty, and staff: **ArtCenter Student Government (ACSG)**: Reporting to Center for the Student Experience leadership, [ACSG](#) engages in connecting, problem-solving, and research - as representatives of the student body, ACSG members act as a voice for the student perspective, plan campus programs, report on college-wide committees, and facilitate communication across campus and among all students. Students are

elected by their peers each fall semester. ACSG uses data drawn from surveying students to support their strategic initiatives each year. This includes activities that support student experience such as the Shuttle survey to determine if the campus shuttles are meeting the needs of students, and using this information to work with appropriate institutional stakeholders to address any gaps.

ArtCenter Faculty Council (ACFC): [ArtCenter Faculty Council](#) (ACFC) is the official advocate body of the faculty in shared governance. The purpose of ACFC is to represent the concerns of faculty within the shared governance structure of the college, and promote faculty development in teaching, projects, and research. The Council makes policy recommendations relevant to educational and faculty issues, oversees faculty project and teaching grants, produce faculty exhibitions, and representatives serve on the college's various shared governance committees and high-profile job search committees. Faculty have access to [Institutional Reporting Pages](#), which include reports regarding enrollment and retention, learning outcomes, benchmarking data, national student survey results and other information.

Staff Council: Reporting to the president, [Staff Council](#) works to create an environment where staff are empowered and valued, acts as an advocacy body for all ArtCenter staff members, and provides recommendations on issues and policies that affect staff as a whole. Staff Council uses data to voice staff preferences and advocate for process adjustments. For example, in spring 2023 the council completed a study on the performance evaluation process including surveying all staff to collect feedback on their experience and a review of literature on best practices, which resulted in recommendations to Employee Experience and Engagement (EEE) and the president. In response to Staff Council's feedback, EEE has indicated it is actively working to make changes to the process and preparing to propose changes to the Executive Cabinet.

Historically, department chair positions at ArtCenter were non-rotating staff positions and there was a shared governance council representing the department chairs. However, as of fall 2023, faculty hold assistant, associate, and department chair positions in a similar practice to most postsecondary institutions. Accordingly, the **Chairs Council** is revising its charter to reflect its updated agenda. Reporting to the acting provost, the Chairs Council (educational leadership of the college) works to create a collective voice that represents the educational priorities of the college, exchanges ideas regarding best practices and pedagogy in the disparate disciplines and addresses the ongoing evolution of students' expectations of and needs from higher education. The Chairs Council works towards solutions for any challenges to educational excellence as they arise; they seek out dialogue and consultation from all parts of the college's administration to support this. Chairs Council members also have access to [Institutional Reporting Pages](#) and use data to inform curriculum planning and other related endeavors.

Section B4 – Standard 4: Creating an Institution Committed to Quality Assurance and Improvement



Students in the Everyday Immersions (Transdisciplinary Studies) course exploring Extended Reality technologies

Quality Assurance Processes

Processes that Use Evidence to Analyze the Effectiveness of Operations

To achieve its goals and ensure student success, ArtCenter has established processes to assess its operations, services, and learning environment. The results of these evaluations guide improvements to academic and non-academic processes, infrastructure, and business continuity, as well as ongoing refinements to quality assurance systems.

The college regularly collects and analyzes data, generating findings and recommendations that are shared with relevant stakeholders. This flow of information and accountability is a crucial part of our quality assurance approach. Cross-departmental projects and studies are also conducted to determine the effectiveness of our programs, services, and practices.

Some specific examples of these evaluation processes include:

Process Improvement (PI): Over the last two years, we have been reexamining the ways we work and how we might better serve our students and improve faculty and staff experiences. Our academic leadership helped realign structures we had long since outgrown. The realignment also positioned us to begin improving our systems. In 2023 and spring 2024, a team led by the associate provost of academic operations, which also includes a business operations and systems consultant, undertook a formal assessment of our faculty processes, from hiring and onboarding to scheduling and compensation as Phase 1. This phase includes the work of 20+ subject matter experts from across the college. In summer 2024, the team began Phase 2 implementation in key areas, creating a first-ever Standard Operating Procedure (SOP) manual for our optimized processes, and designing a substantive IT system upgrade over the coming year. This team's well-informed approach is bringing much-needed consistency, greater accuracy, and efficiencies to our workflows.

Collective Bargaining Agreement Implementation (CI)

The college has also begun an implementation initiative that will help ensure a smooth and timely rollout of the many (100+) complex changes that comprise our first-ever [Collective Bargaining Agreement \(CBA\)](#), which became effective May 1, 2024. To ensure that faculty and staff employment practices and experiences are consistently implemented, labor relations will be led out of Employee Experience and Engagement (EEE). The director of organizational development in EEE is the project manager for the CBA Implementation (CI) in partnership with the associate provost, teaching & learning (dean of faculty).

The CBA is being implemented in three phases:

- Phase 1 — Summer 2024 new faculty assignment categories and compensation
- Phase 2 — Fall 2024 new appointment process
- Phase 3 — Fall 2025 new pay structure

As of this writing, Phase 1 is underway and we are gearing up for Phase 2. The CBA's new compensation matrix, which will happen as part of Phase 3 for fall 2025, will require a great deal of IT and systems work over the next year, in close partnership with PI project team. The many changes and required actions for process improvement and contract implementation have necessitated a more structured change-management process. This includes frequent communication, input and feedback, implementation resources and support, education, and onboarding.

The executive sponsors for both the Process Improvement and Contract Implementation (PI/CI) projects are the acting provost and the vice president, employee experience and engagement (HR). They provide overarching leadership and support for the project managers, steering committee, and subject matter experts from across the college who are serving in working groups. The steering committee for these two projects includes representatives from payroll, EEE, enrollment services, faculty affairs, and our academic

divisions, working with IT as a key partner. The committee's role is to help keep the projects moving forward, guide the work, and assist with critical decision-making.

In addition to the two substantial initiatives outlined above, the acting provost has introduced **Objectives and Key Results (OKRs)** as a framework for the work of her direct reports. This system, implemented in fall 2023, helps the Provost's Cabinet manage projects and initiatives within the acting provost's overarching purview. Regular updates are shared within the Cabinet and within educational divisions. The acting provost also reports goals and outcomes to the Executive Cabinet and board of trustees. Overall, these ongoing evaluations will help ArtCenter to adapt and evolve in response to the changing educational landscape, supporting educational quality and alignment with our mission.

Evaluation of Student Retention, Persistence, and Completion: Using Results to Ensure Appropriate and Equitable Student Outcomes

The college's overall 2023 first-year student retention rate was 81%, and the overall 2023 six-year graduate rate was 78%.

The Office of Institutional Research (OIR) collects, analyzes, and distributes reports each year on the college's student retention and graduation both directly, longitudinally, and benchmarked in comparison with our Association of Independent Colleges of Art and Design ([AICAD](#)) consortium peers. Results are distributed broadly to institutional leadership in Student Affairs, Enrollment Management, Provost's Cabinet, Executive Cabinet, Chairs Council, and divisional deans. The board of trustees is also provided with the information, as well as WSCUC KID data. OIR conducts meetings with constituent groups to discuss details as they relate to their areas (for instance, divisional deans and chairs) to identify pain points and opportunities to enhance student support. The college's Strategic Enrollment Management Committee (SEMC), a cross-departmental team of leaders from educational and operational areas, also meets regularly and reviews these data and analyses in consideration of institutional initiatives. Some results that have come about as a result of constituents' review of retention and graduation data include:

- The pilot of mandatory first-year academic advising in limited departments occurred in 2020 - 2021. The pilot was successful, increasing first-year student retention in participating programs from 88% to 91% (Entertainment Design—a cohort of 125 students) and from 80% to 85% (Illustration—a cohort of 184 students). The college had initially approved allotment of additional resources to the Center for Advising and Academic Success in March 2020 in order to expand this initiative; however, the onset of the global COVID-19 pandemic paused that initiative. The success of this mandatory advising pilot informed the development of a similar mandatory advising requirement for our new First Year Immersion (FYI) program, which launched in fall

2022. That program has a 100% retention rate, indicating that students are successfully transitioning into the degree programs.

- In support of retention, graduation, and equitable student outcomes, the college reports on the WSCUC (WASC) Core Competencies outcomes, which showed in [2020](#) that students needed support in Oral Communication and Written Communication. In addition to fine-tuning curricular writing instruction, the college enhanced its programming for the Writing Center and established a [peer coaching program](#) that serves all majors, ensuring every student has access to the help they need. Oral communication skill development is supported via expanded efforts to include regular classroom presentations, including critiques, group discussions, and graduation/capstone presentations, with a focus on peer mentorship and community-building activities. Regular presentation practice, supported by Career and Professional Development, engages students with feedback from industry professionals. These activities ensure that students are well-prepared for professional opportunities, enhancing their confidence and career readiness. These targeted supports help retain students by providing clear, relevant goals and fostering a sense of community and belonging. The new [2024](#) outcomes demonstrated improvement across the Core Competencies and indicated the need for continued monitoring of Oral Communication and Written Communication in addition to Quantitative Reasoning and Information Literacy. Members of the divisions and the Provost's Cabinet will create a plan to address these over the next few cycles of assessment to ensure that the students receive adequate support for their learning development.

While the college's retention, graduation, and time-to-degree metrics are generally healthy, and there have been a number of department-level and some college-wide initiatives developed in response to evaluations of how our students are faring, we believe that we can develop further as a college in this area. Engaging in our conversations for this WSCUC self-study, and its juxtaposition with our significant Academic Realignment and the associated Advising Mapping project (one of the Provost's Cabinet OKRs), have surfaced a consensus that the college would be well-served to formalize a more systematic, institutional approach to the ongoing use of this data.

Effective Collection, Analysis, and Dissemination of Data in Support of Quality Assurance and Improvement

ArtCenter sees a range of expertise in using data and evidence in decision-making from the various college stakeholders. Some departments have a longer and more extensive history of using data and evidence (typically departments that are by nature more numbers-driven), while others are newer to this process. Currently, the college as a whole is expanding its use of data and evidence-based decision-making, creating an exciting culture of inquiry that is not just limited to the classroom, but to academic and administrative offices on campus. In addition to the use of educational assessment and survey data

by the college's co-curricular programs, several areas have been impacted by our expanded use of data.

For the college to properly embed data into decision-making at the department, division, or unit level, managers receive reports according to a [reporting schedule](#) set by the Office of Institutional Research (OIR) in partnership with members of the Data Committee. The frequency and time of release depend on the type of report, current initiatives, and regulatory requirements. High-level reports are regularly shared with the core community of decision makers including the board of trustees, Executive Cabinet members, senior leadership, and division and department leadership, and include data and information on admissions, enrollment, student services and engagement, persistence, retention and graduation, employment outcomes, facilities, national and consortium surveys, and institutional finance and financial aid. The college also produces an [At-a-Glance](#) available to the public and completes the [Common Data Set](#) annually. These data sets provide extensive institutional information and are used by internal stakeholders as a launch point for inquiry as they address or report on topics such as peer comparisons, enrollment growth, and other trends in higher education.

Departments work with a variety of metrics and data points to make strategic decisions. For example, student census data is used to generate reports on enrollments, financial aid, and graduation and retention that many groups on campus review as they develop or prepare for student programming and support initiatives, create or modify faculty assignments, and submit changes to curricular offerings. The Office of Institutional Research and other departments also engage with a variety of external data to inform reports that are regularly produced such as the [AICAD Benchmarks](#) (Source: [AICAD](#) Consortium reporting), the [Board of Trustees Dashboard](#), the [WSCUC Key Indicator summary reports](#), and [IPEDS Data Feedback reports](#) informing discussions and decisions related to enrollment, retention, faculty and staff outlay salaries, financial aid, and institutional finances and expenses. These reports play an important role in determining how the institution is performing compared to our peers given the highly specialized nature of the college. Several strategic groups on campus such as the Strategic Enrollment Management Committee, the Provost's Cabinet, and the Chairs Council examine trends in first-year retention, graduation and withdrawal rates, international student enrollment, and other metrics that inform academic and operational planning. Reports are easily accessible via the Institutional Reporting pages, and departments are available for consultation to discuss data and strategize about reporting needs.

Institutional Improvement

Examples of Changes or Improvements that Arose from Institutional Analyses

In addition to the Process Improvement (PI) and CBA Implementation (CI) initiatives, institutional analyses at ArtCenter have led to various changes and improvements. For example, the analysis of faculty load and compensation revealed discrepancies, prompting adjustments to ensure fair pay and workload distribution under the new CBA. Enrollment data analysis has enabled the college to make informed decisions about student recruitment, resource allocation, and curriculum planning. The implementation of the Financial Aid Degree Audit Report has also led to refinements in enrollment and registration processes. In response to student feedback and surveys, the college has implemented new programs and services, such as additional advising for international students and specialized workshops for graduating students.

The college is also actively addressing data challenges and gaps. This includes transitioning to new information storage systems for real-time data access, implementing live dashboards for easier data visualization, and developing standardized practices for course data management. Further, the college is investing in increased staffing and partnerships to enhance data analysis capabilities and decision-making across departments.

Faculty Engagement in the Evaluation of Teaching and Learning – and Use of Results

There are various ways faculty access and work with information from the results of direct and indirect educational assessment activities. They may participate in committees or groups focused on curricular review or programming tied directly to assessment, serve on a portfolio, scholarship, or term review team, (CFR 2.7) or engage in the college's Assessment Liaison Cohort group that examines outcomes of assessment across programs and departments. Members of the cohort and faculty may also use assessment results in their program as they:

- Update the [curriculum alignment](#) of Program Learning Outcomes to the course of study with designated levels of development for individual courses and assessment activities;
- Dialog with program faculty on the alignment of Program Learning Outcomes with Course Learning Outcomes via course syllabi and the development or revision of those outcomes and rubrics used for assessment;
- Develop or make adjustments to systems for capturing assessment information from assessment activities, including term reviews, thesis reviews, grad show, and identified courses;
- Complete the [annual reflection](#) on the work of the faculty to address findings of the assessment [results](#) and their use in department strategic planning and eventual academic program review.

The faculty liaisons act as a conduit between faculty within their program and those involved in the assessment process, expanding on the knowledge and training they receive and bringing the work of the

cohort to the program and department administration, support staff, and students. With an increase in the number of faculty participants working with the findings of the assessment inside and outside of the Cohort, the college is able to maintain efforts around assessment, uphold a general understanding of assessment, and delve more fully into the alignment of learning outcomes, development and use of rubrics, the exploration of new systems, technology, and other tools to support the assessment process, and other topics related to the improvement and enhancement of ongoing practices across the college.

[Reports](#) generated from responses to the annual reflection completed in collaboration with faculty inform decision-making related to services and operations that impact the success, access, and development of all students. Programs with formal assessment and curriculum teams or committees may discuss assessment results at meetings with faculty leading to changes in courses used for direct assessment or course-level adjustments that impact the creation of specific work used in assessment activities. Some examples of quality improvements include the development of DEIAB learning outcomes, improvement to remote and online content and accessibility for students, and the availability of faculty resources and training through the [Center for Innovative Teaching & Learning](#). Assessment practices at the college are addressed by during [Faculty Orientation](#) with the director, CITL, when guidance on the creation of the syllabus and Course Learning Outcomes and methods for assessments and creating rubrics are introduced. Cross-college efforts to involve faculty in assessment and communication strategies for sharing results at the program, department, and divisional level help faculty understand their role in the alignment of learning outcomes, the work to improve and enhance learning, and the resources available to them to support these efforts.

Use of Course Evaluation Data to Make Improvements

In addition to the activities described above, faculty and department chairs are asked to review student course evaluations each semester. Course evaluation data are included as a required component of the faculty performance review process. Additionally, they are often used to make adjustments to curriculum and programming at the course, program, and department levels. Some examples of improvements resulting from the use of course evaluations at a department level in recent years include:

- In the MFA, Graphic Design program, faculty strategically used feedback to adjust the curriculum. For instance, they extended the graduate thesis project to two terms, clarified its focus, and established a structured schedule to enhance student success and reduce confusion.

- The BFA, Graphic Design program also made curriculum adjustments based on evaluation feedback. Faculty increased emphasis on original image-making skills in foundational classes, moving away from reliance on stock photography. This change promotes student creativity and collaboration, enhancing the overall learning experience.

Developing Strategic Priorities: Who is Involved, and What Evidence do They Consider?

ArtCenter operates on an iterative planning model, where past strategic plans, such as [Create Change 1.0](#) (2011–2016), [Create Change 2.0](#) (2017–2021), and the [Strategic Agenda](#) (2022–2023) have been regularly reviewed for outcomes and to inform adjustments to our institutional trajectory through aligned and regularly updated strategic priorities. Updates on progress toward strategic plans are provided to the Executive Cabinet and the board of trustees, with regular updates to the community regarding progress toward institutional initiatives occurring through multiple modalities, including “All Faculty and Staff” meetings multiple times each semester. This approach ensures that lessons from previous cycles directly inform our current strategic planning work. While the college draws upon many sources of data and analysis (including enrollment trends, market research on professional industry and higher education trends, student demographic information, financial data, and student pulse surveys, for instance), our WSCUC self-study conversations have highlighted the value of formalizing these processes to build a stronger base of evidence to guide future planning initiatives. Doing so will lead to greater insights into operational strengths, areas for improvement, and targeted strategies for achieving its mission-driven goals.

ArtCenter’s approaching centenary in 2030 serves as an important catalyst for our community to reflect on our past accomplishments and to envision a future that builds on those successes while acknowledging the changing world we inhabit, and the headwinds we will almost certainly encounter. The college is leveraging this opportunity to embark on a broad and inclusive visioning process. Our process goes beyond typical strategic planning by asking fundamental questions about the college’s history, identity, and the changing landscape of higher education.

In support of this goal, we have partnered with Aly Sterling Philanthropy, who is facilitating our process through engagement with hundreds of ArtCenter students, faculty, staff, alumni, trustees, donors, and industry partners. Work on our next strategic plan began in fall 2023, and constituent feedback has informed the next phase of the strategic planning process, which focuses on community conversations. ArtCenter’s shared governance councils will help shape these conversations and ensure that all voices at the college are heard. The collective feedback will then inform the iterative drafting of the strategic plan; the final version of which will be presented to the WSCUC review team at its March 2025 visit.

Section C: Reflections



Our Hillside building, designed by Craig Ellwood, opened in 1976.

Self-Study Findings

While the principles of continuous improvement hold that nothing is stagnant and that we will always be monitoring our institutional progress and making necessary adjustments, engaging in this self-study has helped us to focus our attention on, and confirm that the areas into which we invested significant time, effort and resources since the last Comprehensive Review in 2017 are moving in productive directions. It also confirmed our need for continued growth in some areas. Below we have listed the areas we have identified as strengths and those we have noted require further development.

Areas of Strength

Standard 1: Defining Institutional Mission and Acting with Integrity

Institutional Mission and Curriculum:

1. The institution has a clear mission with strong connections to industry and professional practice. The institution as part of its mission-driven curriculum and pedagogy leverages many High Impact Practices (HIP). (CFR 1.1, 1.2, 2.2)
2. There is robust faculty-driven learning outcomes assessment with active engagement and oversight of the curriculum. The curriculum remains current and is supported by dedicated faculty, staff, and administrators. (CFR 1.2, 1.3, 2.3, 2.4)

3. The institution has achieved high levels of favorable outcomes including graduation rates and post-graduation metrics such as employment and alumni satisfaction. (CFR 1.2, 1.6, 2.10, 2.11)

Standard 2: Achieving Educational Objectives and Student Success

Support for Faculty Teaching and Learning:

1. The [ArtCenter College of Design and the ACFF – Collective Bargaining Agreement 2024 – 2027](#) has formalized the roles and working scope of part-time and full-time faculty. It also helps ensure consistent and systematized processes such as faculty performance reviews and faculty compensation. (CFR 2.5, 2.8, 3.1, 3.2)
2. The combined efforts of CITL, DTL, and the Heavin Media Production Studio create a robust support system for faculty development at ArtCenter, promoting innovative teaching practices, the effective use of technology, and the creation of high-quality educational content, all contributing to an enriched learning experience for students. (CFR 2.5, 2.9, 3.3)

Maintaining Enrollment and Supporting Student Post-Graduation Outcomes

1. The college has continued to have strong enrollment numbers since the pandemic; this reflects the concerted efforts across the college to manage enrollment and support continuing students. (CFR 2.10, 2.13, 4.2)
2. Students' post-graduation outcomes are favorable, as is their entry into professional practice, reflecting the collaboration of many groups (faculty, department staff, Career and Professional Development, Entrepreneurship and Professional Practice, etc.). (CFR 2.11, 2.13, 2.14)

Standard 3: Assuring Resources and Organizational Structures

Governance and Leadership:

1. The board of trustees is actively engaged and involved with the strategic direction and sustainability of the institution. (CFR 3.7, 3.8, 4.7)
2. There has been a significant academic realignment to ensure operational sustainability including the reduction of the acting provost's direct reports from 25 to 11 and the creation of new academic divisions with divisional deans. The realignment also supports faculty engagement in governance and decision-making with structured rotating roles for dean, chair, associate chair, and assistant chair. (CFR 3.7, 3.9, 1.7, 4.1)

Standard 4: Creating an Institution Committed to Quality Assurance and Improvement

Use of Data-Driven Decision-Making:

1. The institution has developed a culture of evidence-based decision-making and use of data across many areas supported by the adoption of several new institutional systems that improve access accuracy and protection of data (Informer - a data analytics platform - and the Perceptive Content management system). (CFR 4.1, 4.2, 3.10, 2.7)
2. The college regularly benchmarks against AICAD institutions and WSCUC peers and supports continuous improvement via the WSCUC Key Indicators Dashboard (KID) and AICAD Data Livebook. (CFR 4.3, 4.5, 2.10, 2.11)

Areas for Further Development

Standard 1: Defining Institutional Mission and Acting with Integrity

Continue to Clarify Relationships and Communication Post-Academic Realignment:

1. Post Academic Realignment, there is a continued need to formalize updated relationships, processes, and decision-making structures to ensure all stakeholders understand the ramifications of the changes and new ways of functioning. (CFR 3.11, 1.7, 1.8)

Standard 2: Achieving Educational Objectives and Student Success

Student Support and Advisement:

1. Ensuring cohesive student support and advisement across the college is a priority and needs additional institutional focus. The Advising Mapping initiative is underway at the time of this report, and the college will need to proactively adjust and support further development once the initial mapping/inventory phase has been completed. (CFR 2.12, 2.13, 4.3)
2. Conducting a climate survey will provide insights into campus community stakeholder perspectives and areas that would benefit from improvement of the faculty, staff, and student experience. Engagement with additional surveys such as Healthy Minds and the National Survey of Student Engagement (NSSE) will be useful, providing additional information that may inform student support initiatives, in addition to departments participating in expanded co-curricular program review and assessment. (CFR 2.14, 2.15, 4.2, 4.3)

Standard 3: Assuring Resources and Organizational Structures

Organizational Structures and Decision-Making:

1. The college would be well-served to develop additional clarity about institutional decision-making processes and how multiple stakeholder groups are involved. While consultative processes exist informally, formal structures need to be established and communication flows should be

developed or enhanced. This includes progressing on the development of formalized shared governance models and processes (CFR 1.7, 1.8, 3.11)

Standard 4: Creating an Institution Committed to Quality Assurance and Improvement

Further Developing Institutional Use of Data:

1. As part of its maturation, the college must continue to formalize data-driven decision-making, particularly for initiatives related to the Collective Bargaining Agreement (CBA) implementation, evaluation of student retention and graduation metrics, curriculum planning, course scheduling, and tracking the impacts of changes resulting from the fall 2023 Academic Realignment. The continued evolution of data-driven practices will enhance strategic planning and operational effectiveness, as will creating a formalized data governance structure and process. The college should discuss developing an institutional data governance plan to support this. (CFR 4.1, 4.2, 4.3, 3.10)
2. The college should build upon its initial success with its program review process. It needs to finish the revision and tailoring of the updated Program Review 2.0 system in light of the organizational leadership changes and substantial academic realignment, rolling out the new system in the 2025 – 2026 academic year. (CFR 4.4, 4.5, 2.4, 2.7)

Final Reflections

Engaging in our self-study has been extraordinarily beneficial during this time of accelerated institutional maturation at ArtCenter, and as we are collectively developing our next strategic plan. It has illuminated the accomplishments of the past several years and highlighted clearly the areas where we, as a community, have more work to do. That work will be undertaken within a changing wider context: the worlds of art and design education, and indeed the landscape of postsecondary education, have all changed considerably since ArtCenter's inception in 1930. These changes have been amplified in recent years by the headwinds higher education as an enterprise is currently experiencing. We have found that engaging in collegial institutional peer review—the heart of the WSCUC accreditation process—benefits us tremendously as we respond to the challenges and opportunities before us. As we at ArtCenter move towards our centenary in 2030, we will continue to explore what art and design education and professional practice means in this new era, as well as what art and design provides to the culture at large. We do so while preserving our dedication to excellence, continuous improvement, and our deep connections to the legacy on which we are building. We thank our peer review team and WSCUC staff for their generosity and commitment to the process.

Appendices

Relevant Documents and Source Material

[ArtCenter College of Design main website](#)

[ArtCenter Current Degree Offerings](#)

Appendix I: [Compliance with WSCUC Standards Worksheet](#)

A. [Compliance with WSCUC Standards Worksheet](#) (Subfolder)

[Evidence Table for Compliance with WSCUC Standards Worksheet](#)

Appendix II: [Federal Compliance Forms](#) (Subfolder)

A. [Credit Hour and Program Length Review Form](#)

i. [Credit Hour and Program Length Review Form](#) (Subfolder)

[Evidence Table for Credit Hour and Program Length Review Form](#)

B. [Marketing and Recruitment Review Form](#)

C. [Student Complaints Review Form](#)

D. [Transfer Credit Review Form](#)

Appendix III: [Distance Education Review form](#)

Appendix IV: [Institutional Exhibits](#) (Subfolder)

[Evidence Table for Institutional Exhibits](#)